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The Agricultural Education Magazine

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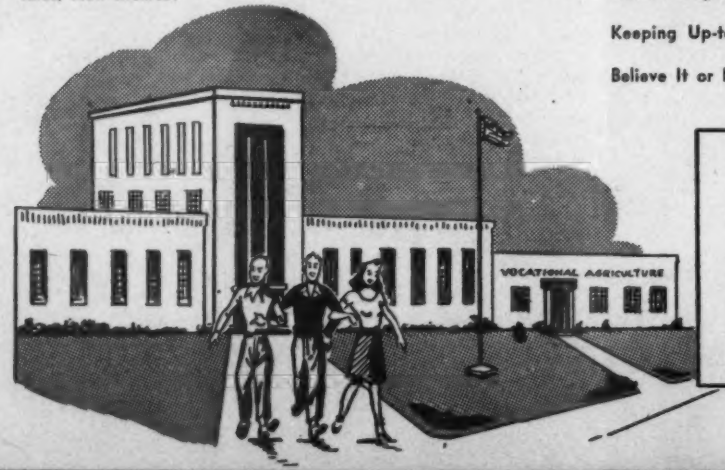
Contents



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Editorials

Improved farm practices

THE use of improved farm practices by veterans and other farmer-class members is regarded as one of the most satisfactory types of evidence that learning has taken place. As cause and effect relationships between practices and results become better understood, teaching may give increased emphasis to practices.

What are the sources of information which are the basis for the adoption of improved practices by farmers? A study[1] *Sources of Information for Improved Farm Practices,* by E. A. Wilkening, North Carolina State College, has considerable value in this connection. Teachers of agriculture will be interested in noting that, in the community studied, the teacher was reported by farmers as an important source of information for improved farm practices.

Farmers have many sources of information on new practices in this era of easy communication and, it is therefore somewhat disturbing that 37.4 per cent of the farmers' replies with respect to eight improved farm practices indicated *no information.* Contrast the foregoing with the fact that all agricultural agencies were indicated as the main source of information in only 30 per cent of the replies.

One important factor pointed up in the study is that farmers' use of sources of information varied with different practices. Dealers and other farmers were found to be the most important source of information for the older practices, agricultural agencies for the newer ones. We could well afford to investigate this matter more extensively with special reference to our own program. Certainly we do not wish to expend a lot of time without obtaining results. It may be that the methodology requires some adjustment or that efforts had better be concentrated on types of practices which can be most effectively transmitted. A second need for studying the problem may be found in data reported which relates to farmers in different socio-economic levels. Teachers of vocational agriculture were quite uniformly reported as primary sources by farmers in the different status groups, in contrast with some other sources where variability was marked.

The problems of deciding which practices to emphasize, adjusting teaching to varying situations, and meeting needs of groups having varied experiential backgrounds and capacities are not new to teachers of agriculture. However, better solutions will always be possible if we make intelligent use of new facts as they become available. And, we can push ahead each year in discovering new information that will help us to make continued improvement.

Conservation conscience

CONFIDENCE that our teaching will insure fertile fields, pure streams, and verdant forests can be gained only as our sights are set on specific changes in behavior. Creating a deep and urgent feeling in the social and moral significance of conservation is one major change in behavior which is sought. Our goal is a conservation conscience which will cause all citizens to act with regard to the rights of future generations—a conservation conscience which will cause us to farm and otherwise use the resources of our country in a wise and provident manner.

Many practical conservation activities are conducted under the direction of teachers of agriculture. Both individual and group, or cooperative types of activities receive attention. It is likely that they constitute the most logical starting point not only for teaching skills, but also for building attitudes. Beyond the practical conservation activities of terracing, con-

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[1]Rural Sociology, 15:19-30. March, 1950.

Expanding service

A BASIC difficulty in vocational agriculture to date has been that many teachers have organized out-of-school groups because of pressure upon them or subsidies to them, rather than because they and the out-of-school groups they serve have deep convictions that there are serious problems to be solved which can be accomplished only with the help of this type of education. On the other hand, teachers are ever striving to develop a complete program for all age groups in the farming community in order to fulfill their responsibilities to the patronage area. Many teachers because they are either too eager to launch a comprehensive program "on their own" or fall into a program based on doubtful objectives and organizational principles disregard the thinking of school administrators and try to accomplish a worthwhile endeavor with out-of-school groups without first establishing a working relationship with their superiors in order to maintain and safeguard programs after their inception.

What are the major reasons why teachers fail to promote or progress with out-of-school groups?

1. *Lack of understanding on the part of school administrators.*

Vocational agriculture is not a form of traditional education. It was not born with our school system nor does it subscribe to the age old philosophies nourishing academic subjects. It is new, ever changing and challenging both to teacher and pupil. Invariably, vocational agriculture has been inserted into an already well-established, well-defined, and community-accepted school system of education. Often school and town officials have been hasty to judge this new type of education on the basis of the conduct and content of the purely *in school* run of courses. Until school administrators and all interested people in the community become aware of, or are constructively informed as to the principles, procedures, purposes, and practices of vocational agriculture in the school system, there can be no common ground of understanding or basis for a cooperative effort to promote such a program. A responsible teacher who wishes to extend his job to cover all phases will need to be ever watchful that school officials understand what he has done, is doing and, is planning to do with each group, whether in-school or out-of-school.

2. *Lack of teacher time to devote to out-of-school groups.*

The high school program in vocational agriculture is important and time given to it should not be curtailed. Time adjustments must be made that will not interfere with the schedule already set up for this part of the program. Many teachers have been trying to meet the needs of out-of-school groups by working harder and harder, mainly using time set aside for their own recreation. The results usually are more superficial work, over-tired teachers, and an inclination on the part of teachers to change to occupations in which a normal day's work is expected. It can be agreed that a definite allocation of teaching time during the school day is required and that a teacher must have a clear indication of how much time will be needed to accomplish his goals with out-of-school groups.

3. *Lack of motivation for classes for out-of-school groups.*

When high school students graduate, or in many instances drop out of school, there is almost immediately dissolved the educational relationship between school and pupil that is essential to prepare youth to meet the needs of later life. The question arises, who is responsible for this forgotten group? Teachers are aware of the needs of this group but have been unable to organize a program due to (1) lack of interest on the part of the post-school group, (2) lack of understanding of what the program in vocational agriculture can offer, (3) and a strong tendency to do what has been done in the past—little or nothing.

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Conservation . . . teaching units

OTTO A. DILLON, Teacher
Tucumcari, New Mexico

O. A. Dillon

A recent study[1] made by the writer regarding the teaching of soil and water conservation to high school students in New Mexico revealed there is much to be desired in this field.

The objective of the study was to determine units and jobs that should be taught in vocational agriculture classes in New Mexico. Survey sheets were submitted to 20 instructors, 25 soil conservationists, 15 county extension agents and 50 farmers and ranchers. The study covered, (1) general conservation practices, (2) range management, (3) dry farming and (4) irrigation farming management.

Despite the fact the Soil Conservation Program has been before the farming and ranching public for more than fifteen years, the professional group named above, indicated that an educational program to acquaint students and the public with the *importance of, and the need for, soil and water conservation,* was still the most important job for instructors in New Mexico. This group also felt that getting the public acquainted with conservation problems and practices actually in operation in the community was of equal importance.

Teachers of agriculture in the state were, for the most part, doing a satisfactory job in teaching these units. However, instruction ended here. Actual conservation jobs, recognized as important in the community, were not being taught in the class room and in the field. Why this is the case was not clear. Instructors indicated many of these jobs as important for successful conservation in their home communities, yet, were not teaching them. In talking with instructors since this study was made, it was indicated that the chief reasons for not teaching actual conservation jobs was due to lack of knowing "just how" to go about teaching them. Difficulty in keeping the students interested in the program was also given.

[1] *Soil Resources and Vocational Agriculture Instruction in New Mexico.* Special Report, Colorago Agricultural College, 1948.

Teaching Program

The writer finds that the most satisfactory method in teaching soil and water conservation to students of vocational agriculture is to have them use these practices as *improved practices* and *supplemental farm and ranch jobs* in connection with their supervised farming programs. To accomplish this, cooperation of the parents must be secured. To cite an example for the above statement: the 45 students enrolled in vocational agriculture in the Tucumcari, New Mexico High School for the present year have included in their supervised farming porgrams, 234 conservation improvement practices and supplemental farm and ranch jobs. They included such practices and jobs as: fertilizing fields, determining range grazing capacity, rodent control, reducing livestock numbers to meet range grazing conditions, gully control, range terracing and range reseeding, repairing terraces, using brush dams to control gullies and diverting water run-off around gullies. Leveling fields for irrigation practices was the most important improvement practice listed under irrigation and could be claimed as a soil conservation practice.

Field trips are also of great importance in the teaching program from the stand-point of getting the boys to do the work and to keep their interest high. Trips are made to observe land and fields in badly eroded conditions and to farms and ranches that have sound soil and water conservation programs in operation.

In fact, the highlight in the school year for the boys enrolled in vocational agriculture are the all-day field trips planned and sponsored by the local Soil Conservation Service, the Bureau of Reclamation and the Tucumcari High School. These trips are well-planned in advance with transportation provided by school bus or large trucks. The boys are excused from other classes on these days with the understanding they will make special reports to other members of the class on their return the next day.

On these trips the boys are shown proper and improper conservation practices and methods as well as farms and ranches that do not have a conservation program in operation. All three phases of agriculture in the community are visited—ranch management, dry farming and irrigation farming management. The boys are given the opportunity and encouraged to ask questions of the authorities in charge.

Field trips are very important in teaching soil conservation but if the program is to be successful, the instructor must never lose sight of the fact that the best teaching device is to have the boy carry out soil and water conservation practices and jobs on his own home farm in connection with his supervised farming program.

Many teaching units can include activities which will build understanding of the problem of soil conservation.

General

1. Acquainting individuals with the soil and water conservation problems in the community.
2. Acquainting farmers with the importance of, and the need for soil and water conservation in the community.
3. Acquainting farmers with the soil and water conservation practices now in use in the community.
4. Making a simple map of a farm or ranch, showing the need for soil and water conservation.
5. Making a detailed land-use map of a farm or ranch.
6. Learning how to lay out guide lines properly.
7. Training in the proper use of the farm level.
8. Making a detailed soil and water conservation survey map of a farm or ranch.
9. Learning how to construct check-dams in gullies properly.
10. Making a simple revised map of the farm or ranch to show conservation plans for that unit.
11. Learning how to construct terraces properly.

Range Management

1. Determining the grazing capacity of the range.
2. Determining the over-grazing conditions of the range.
3. Determining the seasonal use of the range.

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Mobilizing the community

in a conservation program

CHARLES M. OGLES, Teacher
Gordonsville, Tennessee

C. M. Ogles

THE Gordonsville department consists of seven assistant teachers, seventy-seven all day students and one hundred forty institutional - on - the farm trainees. We are trying to develop a program of education in soil conservation that will ultimately provide a better way of life for all.

Agriculture is the major enterprise of the people. Many of the farms are small with the average farm of the service area comprising 108 acres. In studying the community with the advisory committee, county soil conservation service, county agent, and other agricultural agencies we came out with these problems.

1. Too much row cropping on too steep slope.
2. Too little grass land farming practiced and as a result much of the best top soil has been carried down streams.
3. Some land such as tobacco acreage has been well cared for while other land has been depleted by erosion and other forms of improper land use.
4. Unbalanced wildlife.
5. Woodlands largely depleted.

We realized these problems existed and sought to bring about an understanding and appreciation through the largest groups possible. We were in daily contact with the all-day students and trainees and these seemed the logical groups to start our educational programs.

The assistant teachers and I set ourselves two objectives:

1. A complete conservation and land use plan in effect on each farm, using the land to the best of its capabilities and, treating each acre according to its needs.
2. Actually proceeding with the plans and getting the planned conservation practices into operation on the farm.

Our problem then became one of how to get the community to see the problem as we did. We felt if we could arouse sufficient interest and let them see what was happening to their farms we could probably get the students to want to correct these faults. We solicited the aid of other agricultural agencies in the county. The soil conservation service, district forester, county agent, wildlife conservationist, farm bureau, production marketing administration and milk plant managers were some of the agencies that were willing to help us with the program. Class periods were devoted to such subjects as land use, soils, pasture crops, woodland, and wildlife. Motion pictures, film strips, and slides were used with good results. Most of the slides were furnished by the soil conservation service and were made of work scenes and conditions in the county. One of the most effective means of stimulating interest was by the use of field trips to the different areas.

After the students expressed a desire to correct some of these practices, we called in Mr. Robert Dudney and Mr. Joe Boswell our county soil conservationists. They explained how the soil conservation district worked, the information their service coud give, and the service to be rendered if desired.

The Sign-up

The all-day students talked with their parents and then asked the instructor to secure application blanks from the soil conservation district supervisors to sign as cooperators. All of the all-day students who owned farms signed applications and all of the trainees who owned farms signed for the service. A total of 104 farms with 12,790 acres were in the initial sign up. Although, land ownership was not a requirement for signing this is the group that desired the service.

The mapping of the farms was started for soil types, degree of slope, and amount of erosion. The soil conservation district was limited to one part time soil scientist. The progress was not as rapid as needed and this point was discussed with the state soil scientist, Mr. N. I. Brown. Mr. Brown agreed to help us speed our program by sending all of the soil scientists in the state to the community for one week.

Prior to the week the scientists were to arrive plans were made for each scientist to work in a specific area with an assistant teacher to serve as a guide. During the week of mapping, each class of trainees met with their instructor and the scientist for one day's work in the field. The all-day students were in the field with Mr. Brown for one day's work. In following the schedule previously arranged each student knew when his farm would be mapped. In most every case, the boy and father went over the farm with the scientist as he mapped their farm. The week's work was climaxed with a squirrel dinner in the high school cafeteria with the president of the F.F.A. chapter serving as toastmaster.

The soil conservation service furnished several copies of complete soils and land use maps. The symbols and coloring of the soils map were explained to the all-day student and trainees in class. The students were given a copy of each map and a legend to take home and consult with their fathers in work-

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Cover photo

Our cover picture was supplied by Mr. Cullison, State Director in Arizona. It was taken by D. W. Hulet, Conservationist. The group is examining the soil on the farm of the Phoenix Technical School which is used as a practice farm by students of vocational agriculture.

Students gathering Lespedeza bicolar.

Learning to classify land. —SCS Photo by N. I. Brown

Conservation . . . an F.F.A. chapter's objective

MARK E. SCHAKEL, Teacher
Newton, Iowa

PROMOTION of soil conservation practices within the community was the main objective of the Newton F.F.A. chapter for the year of 1949.

This opportunity came to the foreground in December of 1948 when the members of the Newton chapter were approached with the idea of renting a forty acre farm. This offer was made by a local farm implement dealer at the suggestion of John Wilson, Jasper county soil conservationist. The proposal was given serious consideration by the chapter members, which lead to the signing of a lease on the forty acre plot. The provisions of the lease stated that the Newton chapter was to furnish all necessary labor and management, and the owner was to furnish the land and operating expenses which consisted of a complete line of machinery, seed, and fertilizer costs, gasoline, and oil, and the expense of hiring any custom work which might be necessary. The division of the income stipulated the Newton chapter was to receive one-third of the gross income of the farm.

With all this information down on paper, the real task began. In early spring, soil samples were taken and sent to Ames testing laboratories. Corn, oats, and grass and legume seeds had to be purchased. A crop rotation and soil conservation practices were planned through the cooperation of the local soil conservationist with whom a soil conservation agreement was signed.

About the time the boys were in the midst of planning for the crop year, another token of good fortune fell their way. They were named as one of the two winners of the state vocational agriculture and F.F.A. soil conservation contest and were awarded a new Ford tractor. The tractor was complete with a moldboard plow, disc plow, field cultivator, utility blade, scoop, and blade.

With the resources at their disposal, they began working towards their goal of promoting soil conservation within the community. The first project was the landscaping of a farm lawn belonging to the parents of a junior student. This project included grading the yard, fertilizing and reseeding the lawn, planting trees and shrubbery, and providing a picnic and recreational area.

The second project was holding a soil conservation field day on the forty acre farm. The purpose of this project was to demonstrate to the people of the community the possibilities of performing soil conservation practices with ordinary farm tractors and equipment. On this particular field day, a diversion terrace was constructed, a gulley filled, three large waterways were shaped and seeded, one waterway sodded, reeds canary grass transplanted, a pond constructed, a fence of multifloral roses planted, a farm yard seeded down to grass, and a board fence constructed.

The remainder of the year was spent in the production of six acres of alfalfa, seven acres of oats, and fourteen acres of corn. All of these fields are on the contour and strip cropping plan. Commercial fertilizer was applied according to results of soil tests. Throughout the year various demonstrations were given on the use of the rotary hoe, spraying of weeds with 2-4-D and corn borers with DDT, and an oats variety plot.

During the period this work was being done on the chapter farm, many members of our day school, adult evening

Learning first hand that conservation practices pay off.

school, and veterans class used the tractor and equipment in establishing conservation practices on their own farms. Approximately sixty different individuals have used this equipment since the first of April, to construct 300 rods of terrace, fill in fifty ditches, shape fifteen waterways, renovate twenty acres of pasture, fill in four hundred rods of tile ditches, as well as a number of other jobs.

Along with the actual experiences in conservation work, many other teaching opportunities have been presented as the result of the use of the tractor and equipment in farming the chapter farm as well as performing conservation practices on the students' farms. The classes in vocational agriculture were faced with practically every problem which might confront the average farm operator in the field of crop production. The selection of seed according to yield test results was considered. The methods of planting, cultivation, and harvesting were brought to the foreground and a practical solution rested upon the decision of the students. A major problem of corn storage was solved by the members through the construction of a corn crib. The group had the back-breaking experience of salvaging the corn blown on the ground by intense winds. Tractor maintenance was a timely item in that minor repairs were necessary from time to time as well as proper adjustment of the various farm implements which were used for the production of crops and establishment of soil conservation practices. The freshman class was confronted with the job of building a fence which certainly is a frequent necessity on the average Iowa farm. The matter of farm safety was constantly emphasied in the use of the various implements.

Everything from the planning and purchasing of seeds through to the actual work of caring for the crops was done by the students in the various classes. The over-all management of the forty was placed in the hands of a farm committee which carried out the decisions with the help of the junior and senior classes who were studying crops and soils and farm management at the time. One cannot overlook the fact that by actually applying the knowledge which is acquired in classroom discussions the better principles of farming certainly are learned. The privilege of having a farm and a line of equipment in the possession of the students has been instrumental in stimulating soil conservation among the members of the department, not to mention the interest shown by business men and others in the community. We have started the initial task of conserving our great resource, the soil, but we must not overlook the fact that we have only started —the greater share remains to be done. ●

Conservation conscience

(Continued from Page 27)

touring, seeding cover crops, planting trees and the like are to be found problems involving a choice between immediate and delayed returns. Providing a chance for truly experiencing the making of such a decision and appraising its consequence is a second step in teaching for a conservation conscience. True, it will at first be quite largely a matter of enlightened self-interest, that is a situation in which the economic investment is recovered at an early date as is the case with using fertilizers and cover crops.

To a lesser extent we may be able to create an awareness of the effect of individual action on community well being. It is almost axiomatic that a well conserved, efficiently managed farm can not long endure in a community where farms, forests, and streams are wantonly exploited by others. Conservation ultimately is seen as a community problem and eventually we may see it as global in scope. All of us must be concerned with the right use of perishable resources, the heritage of mankind.

Great are those teachers who are building a conservation conscience with the farmers, and Future Farmers of today. Their accomplishments are of a high order; their opportunity is ever growing in inspiration and value. ●

Conservation teaching units

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4. Correcting over-grazed conditions by reduction of livestock.
5. Determining the needs of re-seeding practices.
6. Determining the best methods of livestock distribution.
7. Making surveys of present grazing conditions.
8. Determining the proper kind of livestock to use.
9. Controlling water run-off to prevent and control gullies.
10. Spreader dam construction to control water run-off.
11. Controlling flood water run-off by diversion methods.
12. Correcting over-grazing by providing additional watering facilities.
13. Determining methods to control wind erosion.
14. Controlling water run-off by proper contouring.
15. Correcting over-grazing by construction of additional fences.
16. Determining methods of rodent control.
17. Determining needs and methods of weed control.
18. Determining needs and methods of establishing fire guards.
19. Controlling water run-off by terracing.
20. Correcting over-grazing by additional salt distribution.

Dry Farming Management

1. Determining proper crop rotation practices.
2. Determining proper cultivation methods.
3. Determining the best use of various fields on the farm.
4. Making surveys of the present farming system.
5. Controlling water run-off by contour farming.
6. Controlling wind erosion by proper cultivation methods.
7. Controlling water run-off by terracing.
8. Determining the value of green manure crops.

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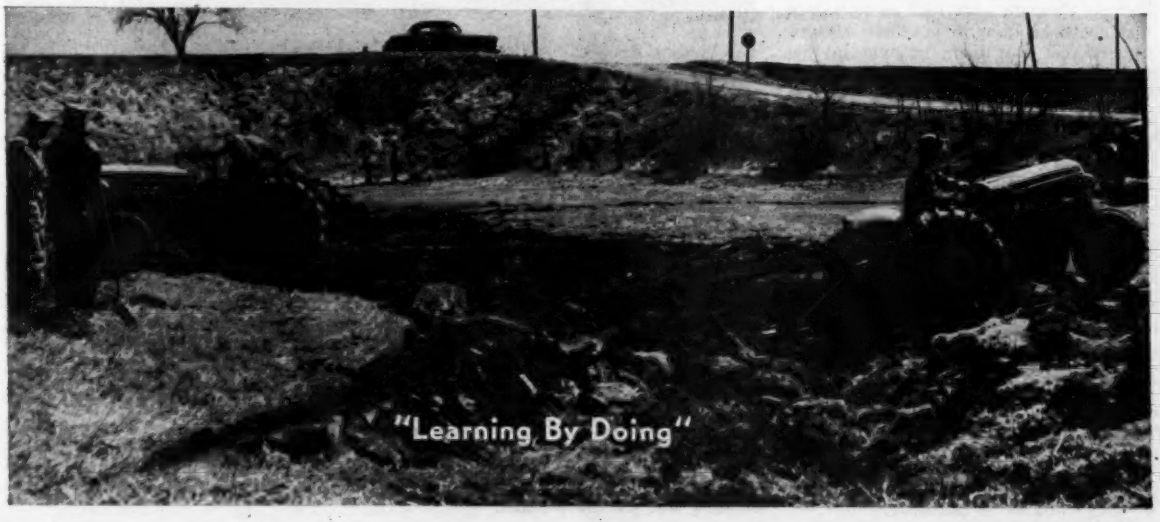


The Jackson County West Virginia Soil Conservationist, Ben Speicher, left, assists the teacher, Lawrence Cavendish of Ripley, right, with the initial instruction in planning with students conservation programs for their farms. Mr. Speicher also assisted Clyde Hibbs, teacher at Ravenswood (same county) in a similar manner. Such assistance was of great value not only to the boys but also to the teachers and paved the way for obtaining a farm conservation plan on each boy's farm.

Let's teach conservation

CLYDE W. HIBBS, Teacher, Ravenswood, West Virginia

THE conservation of our natural resources is of paramount importance to every human being, whether he lives on the land or in the city. We who are teaching vocational agriculture have an unusual opportunity to teach conservation to the rural youth of America. Our task is a most important one since so many people in the future will depend upon the boys we are teaching today for a well balanced diet and for a healthy nation.

Some teachers are taking advantage of this opportunity and are doing an outstanding job of teaching conservation. Other teachers see the need for it but are reluctant to teach conservation because they are undecided as to how it may best be taught in their classes. Others feel that their training in this field is somewhat limited and that they are not properly prepared to do the job.

The need for teaching conservation is present in every community where boys are enrolled in vocational agriculture, however the need may be more acute in some communties. The type of conservation practices applied to the farms may be different depending upon the community but I believe the method employed in teaching conservation will be similar in all communities.

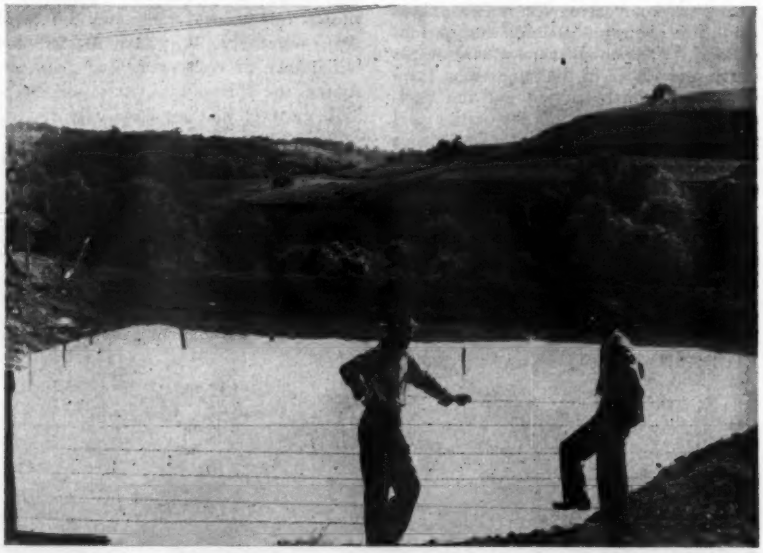
I will endeavor to offer a few suggestions which I hope will be helpful to the teacher who would like to teach conservation as a part of the regular work in vocational agriculture. First, I believe the teacher must be conservation conscious. By this I mean that he should have a sincere desire to teach it and he should be acquainted with the principles of conservation. The teacher need not be a specialist in this field but a knowledge of it is essential. At present a number of colleges and universities are providing limited training in this field. Any prospective teacher of vocational agriculture should enroll in as many of these courses as possible. We who are teaching have an opportunity to receive special training in this field by enrolling in courses offered by colleges and universities during the summer months. Most of these courses are of short duration, usually from two to six weeks in length. I have found these courses to be very helpful and would highly recommend them to other teachers.

I think we as teachers can profitably attend conferences and field days pertaining to conservation. At the present time we have access to an unlimited quantity of literature in this field in the form of books, pamphlets, and magazines which are most educational and helpful. We also have at our disposal an adequate supply of movie films, filmstrips, and charts which have proven to be very helpful in this field.

Although a knowledge of the principles of conservation is important we should always utilize any help available in the local community. I have reference to the Soil Conservation Service. The teacher should contact this agency and thoroughly familiarize himself about this service and learn what help he can expect in teaching conservation. It is highly desirable that the teacher work closely with this organization if he expects to do an outstanding job of teaching conservation. All other organizations and agencies should be called upon for assistance whenever needed.

It should be remembered that today's necessity for teaching conservation is an outgrowth of yesterday's failure. We must remember that the longer we wait to start teaching conservation the more difficult and costly the job will be. Teachers of vocational agriculture, let us accept this challenge. Let's teach conservation. ●

Teaching must include a combination of study and experience.



Teacher of agriculture, Warden M. Lane, right, of Buckhannon, West Virginia, and a member of the Buckhannon-Upshur Young Farmer Class, look over some of the conservation work which has been done on the members' farm in recent months. The member has received much encouragement and help, not only from the Soil Conservation Service but also from the Young Farmer Program in which he is enrolled. The new practice shown in the picture includes a farm pond, wise use of fences, strip cropping and re-forestation of waste land and steep slopes.

Cooperation in teaching soil conservation

HUGH D. JONES, Supervisor, Oklahoma

SOIL conservation and land utilization are very vital parts of the program of agricultural education in Oklahoma and are considered a *must* by each instructor.

This subject is treated in two ways. First, group instruction is carried out in each of the four years of vocational agriculture. Second, each student is encouraged to carry out an improvement project in soil conservation on a continuation basis during his four years of high school training. Through these two media, F.F.A. members are taught the basic principles of soil conservation. Included are land classification, treatment for each of the eight capability classes, the relation of grasses to soil fertility, developing efficient pasture programs and other practices which teach sound land use, the rght combination of conservation practices, the maintenance and improvement of soil fertility, and economically sound farm management.

The teachers of vocational agriculture are better qualified to guide the Future Farmers of America in this phase of their training because of the relationship of vocational agriculture and soil conservation service. The department of vocational agriculture education and the soil conservation districts have signed agreements designating specific coordinated activities which gives an opportunity for the teacher to have active participation in planning the soil conservation and land use program for his area and charges him with the educational phase of this program.

The following "Memorandum of Understanding" clearly outlines responsibilities and opportunities.

MEMORANDUM OF UNDERSTANDING
Between the
OKLAHOMA
Department of
Vocational Agricultural Education
and the

SOIL CONSERVATION DISTRICT,

* * * *

The State Department of Vocational Agricultural Education diffuses useful and practical information in agriculture, including soil and water conservation, and encourages the application of such information.

The soil conservation district cooperates with and assists land owners and operators and others to conserve soil and water resources within the boundaries of the district. It may cooperate with and receive assistance from any source in so doing.

The Vocational Agriculture Department recognizes the opportunity for service by assisting the soil conservation district in soil and water conservation education. The soil conservation district, through which the people exercise their initiative, recognizes the importance of and need for the kind of assistance which this department can provide.

This memorandum will serve as a basis of cooperation between the parties to it in soil and water conservation education within the district.

Conservation education as used here broadly means the education of all the people to bring them to the point of taking the necessary steps and actions to achieve soil and water conservation and sound land use.

1. For land owners and occupiers, it includes education on the State's district law.
2. To the farmers and ranchers in a district where the governing body has developed a locally adapted program and a work plan, an understanding of:
   - A. Such program and plan.
   - B. Benefits of conservation farming.
   - C. The assistance the district will make available.
   - D. The things they must do for themselves in order that they may determine whether or not they want to become district cooperators.
   - E. Necessity for group action in the interest of economy and sound accomplishments.
   - F. Problems concerning crop and livestock production and the marketing of these products arising from the adoption of conservation systems of farming.
3. For non-farm rural and urban people an understanding of the importance to themselves, and the nation as well, of preventing further irreparable damage to our land resources, as their part in solving our conservation problems.
4. For the young people an understanding of the fundamental processes involved to the end that they will seek to train themselves to play their part whether as farmer, professional man, business man or housewife in meeting the problem.

Conservation education activities must definitely be carried on under the management of the district governing body since the supervisors exercise managerial responsibilities for the operations in the district. They determine the who, when and where of conservation operations and if the conservation education program is to accomplish its objective it must be geared so that it prepares farmers and ranchers to fit into the operations actions of the district. The governing body has the responsibility for developing a conservation education program that will definitely bring farmers and ranchers to decisions on becoming district cooperators.

The State Department of Vocational Agricultural Education agrees:

1. To give emphasis to soil conservation as a factor affecting the prosperity, security, and general welfare of people in the soil conservation district.

2. To assist the district governing body in the development of the soil conservation district program and the work plan, particularly by the educational phases, and to help keep the work plan adjusted to current conservation education needs.

3. To assist the district governing body in acquainting the people in the district, particularly farmers and ranchers, with the soil conservation district law and how the district was organized and operates.

4. To assist the district governing body to inform non-farm rural and urban people on the importance to themselves, and the nation as well, of preventing further irreparable damage to our land resources, as their part in solving our conservation problems.

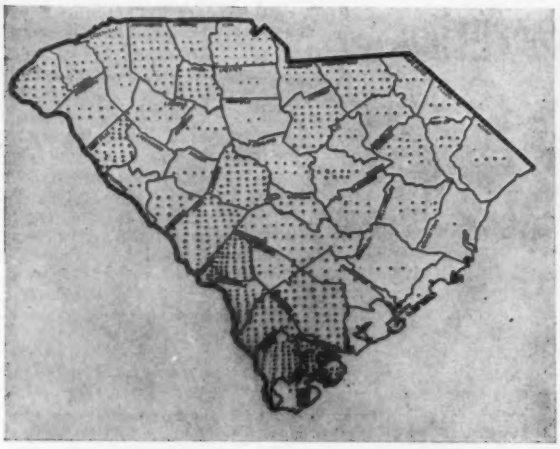
5. To assist young people, particularly F.F.A. members, to understand the fundamental processes involved in soil erosion and soil depletion to the end that they will seek to train themselves to play their part whether as farmer, professional man, or housewife in meeting the problem.

6. To assist the farmers and ranchers within the district become acquainted with conservation needs and benefits.

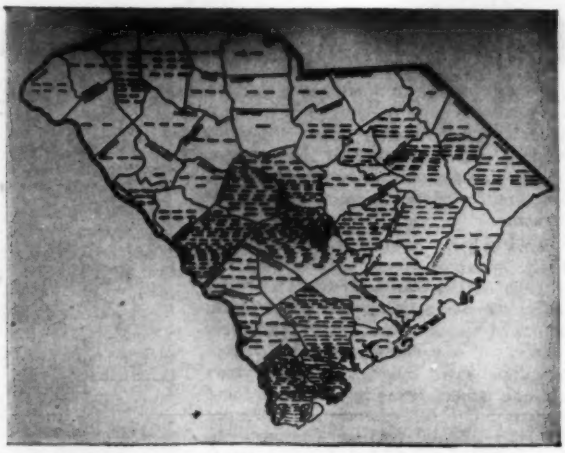
7. To acquaint people with the facilities available from the district.

1949 WINNING TEAM at the Red Plains Conservation Experiment Station, Guthrie, Okla. Sandy Saunders, right, Farm Reporter for Radio Station WKY, presenting a trophy to Ralph Droesen, teacher, Guthrie, Oklahoma, left, and his team of F.F.A. boys who won the contest at the Red Plain Station in competition with teams from 41 other schools. .

(Continued on Page 45)



Eight million pine seedlings planted in 1948-49. Each dot represents 10,000 seedlings planted.



Approximately 2500 miles of firebreaks constructed by all-day boys, farm veterans, and adult farmers.

Teaching forestry

South Carolina teachers get good results

F. E. KIRKLEY, Teacher Education
Clemson Agricultural College

F. E. Kirkley

EIGHT million pine seedlings set out, 31,000 acres of timberland improved by thinning and 13,640,000 feet, or over 2,500 miles of fire breaks constructed are some of the major accomplishments in teaching farm forestry by 308 teachers of agriculture, both white and negro, in 1948-49. This work, representing desirable practices on thousands of acres of South Carolina's timberland was carried out by all-day boys, farm veterans, and adult farmers who received instruction in forestry in over 80 per cent of the departments in the state.

Other accomplishments on the home farms of those instructed in the best methods of handling their woodlands were: Selectively cutting and marketing 18½ million board feet of timber, proper cutting of 104,000 cords of wood for fuel and pulpwood, and collecting 2,200 quarts of pine seeds.

Last year, 1948-49, was the first year that the teaching of farm forestry in every department was emphasized. In order to better equip the teachers for this program of instruction, forestry workshops in the field were held at the beginning of the year in cooperation with the South Carolina Commission of Forestry. Discussion groups were conducted on *What* and *How* to teach. Teaching aids in the way of printed material were provided. Each teacher made a written plan on the problems to be taught in forestry with the different instructional groups in his department.

The teaching of farm forestry, based on the local needs, in every department is the goal for this year. Short, one-half day field meetings with small groups of teachers on how to thin have already been conducted, and it is felt that the teaching of forestry will become a definite part of the program of each teacher. With 58 per cent of the state's total area classed as forest land, and with one and one-half million acres in the need of planting, it appears that the South Carolina teachers are working on a great need and are making an outstanding contribution toward renewing one of the greatest natural resources of the state.

Two thousand forestry students graduate

THE 2,000th student was graduated from the Illinois Central Forestry Shortcourse recently in ceremonies held at Mize, Mississippi with E. B. Livingston of the Mississippi Forest Service giving the commencement address, according to P. R. Farlow, General Agriculture Agent.

The course, taught by J. G. Guthrie, Illinois Central Railroad forestry agent, was climaxed when one of the 47 Mize students completing the course, Gerold Howell, received the 2,000th diploma to be awarded by Illinois Central to graduates of this course.

Gerold was a 4-H Club member until he entered high school when he became active in Future Farmers of America. This year he was elected vice-president of the Mize chapter. He sang "lead" with the Mize F.F.A. quartet that won the Mississippi state singing quartet contest in 1949. Gerold has carried out several projects including small grains (oats, lespedesia and crimson clover) and a 100-bushel corn project. This year Gerold had a leading part in the senior play.

This novel course has been taught to veteran farm trainees, vocational agricultural classes and other groups throughout Mississippi and Louisiana by the three Illinois Central forestry agents.

Teacher of vocational agriculture sees one of his students receive two thousandth diploma given for short course in forestry.

Mobilizing the community

(Continued from Page 29)

ing out a complete conservation farm plan according to soil types and land classes. These student-father plans were returned to class and critiques were held on each individual plan. Where special problems arose assistance was given on the farm by the teachers and the soil conservation district personnel. All final plans were reviewed on the farm with the student and father.

The program was planned in January of 1949 making a little over one year of time which has elapsed since the beginning of the program. Some definite and beneficial results have already been achieved, but more changes will occur in time. The program has now expanded to include 152 farms in the community and the soil conservation district has received many applications in the county since our program began and we feel the majority of those applications were direct results of our community approach to the problem.

The mind is quick to learn, and the hand is quick to imitate; but character is a slower growth; it cannot be hastened. Thought leaps like a flash of lightning to the earth's remotest bound; but character is like adding cell to cell in the woody fiber of the tree trunk.

—Willard Brown Thorp

Conservation . . . A problem in other lands

A devastated valley is watered

British Information Service

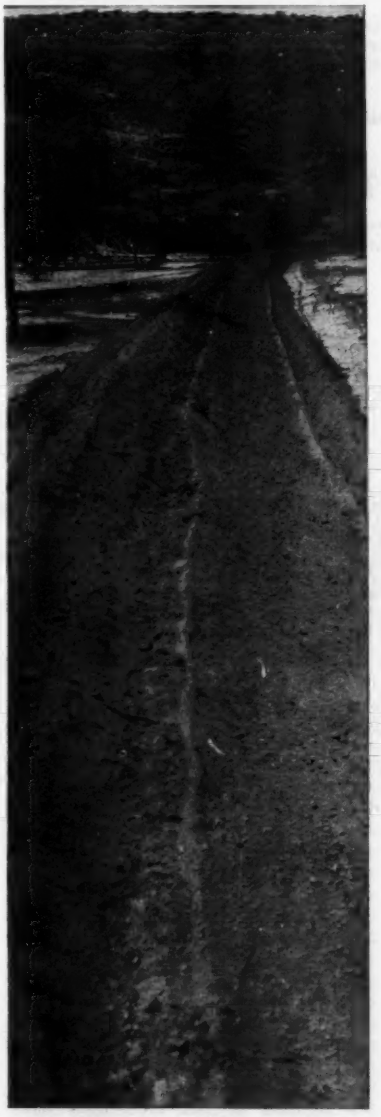
ON the very edge of a European settled area of Kenya, Africa, close beside a prosperous cattle ranch, is an erosion devastated valley. The ranch and valley present a study in contrast —the former prospers because of careful management, the latter is devastated by mismanagement. The valley covers some 49 square miles of Kamasia country and is part of the area known as Mugerin. It is occupied by an African tribe similar in many respects to the Maisa, whose lives are entirely based on the raising and care of stock.

Kamasia land is divided into narrow locations 3 to 4 miles wide stretching in length 50 miles from the Kamasia hills to the west, to the Solai and Laikipia hills to the east. Mugerin covers only a section of this country. In 7 miles, three of the locations are involved but for every 100 of population, there is a minimum of 5,000 cattle and 15,000 sheep and goats. As grass is now practically non-existent in Mugerin the red, dusty valley of stunted thorn threes can provide little pasture for their stock and, until recently, water was unobtainable for ten months of the year.

Bulldozers constructed tanks with a capacity of four million gallons of water.

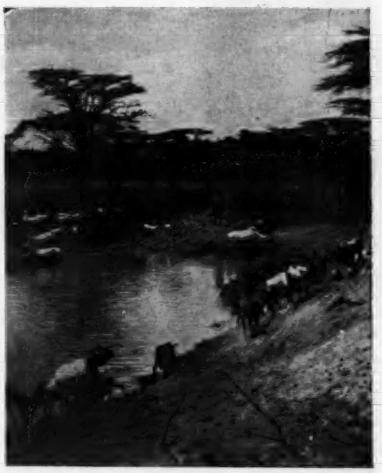
Soon after the war, the "Solai Boarder Scheme" was started in the district to demonstrate how grazing might be preserved and improved. A "betterment area" of 24,000 acres was set aside on which two boreholes had been sunk some years ago and pasture control on rotation was brought into force with a limitation of cattle in the area. The Kamasia were allowed to apply for grazing rights and some families from Mugerin were permitted to reside in the area with their stock. In dry weather, however, the valley dwellers outside the betterment area could not resist the temptation to trespass and swiftly began to ruin the scheme set up for their benefit. It was difficult, too, to refuse water when there was water only at the boreholes, and certain relaxation of the regulations had to be condoned.

Realizing their plight, the Kenya Administration approached the Chiefs and Elders of the Pokorr location and offered every assistance provided the people were prepared to stand at least a portion of the expense themselves. Some money was raised by this section of the Kamasia and one borehole was sunk. This yielded no water and intensive investigations gave little promise of success, especially as, some years ago, the most hopeful site had yielded only saline water. A quick decision had to be reached to solve the water problem in some way and so, incidentally, to relieve the pressure on the betterment area, Kenya's Development and Reconstruction Authority guaranteed the loss on the unsuccessful borehole and agreed to finance another program for providing water in the valley.



Furrows were dug at a distance of half a mile to catch the water in its rush over the surface of the earth and lead it into the tanks. One terracer was used for the furrows which were graded in half percent slopes, (1 in 200) to steady the flow into the tanks and prevent scouring. Seven inches of rain can fall in Mugerin in 24 hours, but the ground remains hard and dry ⅛ inch below the surface.

Mugerin valley area slopes, steeply at first and then gently, from the Kamasia and Solai hills to the center, and though rain is scarce throughout the district, 7 inches have been known to fall in 24 hours. During the rains, this valley can be flooded in a matter of minutes; the water rushes off the surface into gullies taking in its flood the precious top soil to silt the Mugerin river in a temporary flow to the only permanent river in the district, the Molo. But even after a 7-inch downpour, the penetration is less than ⅛ of an inch and the ground beneath remains hard and dry. The next attempt was therefore based on the principle that, as no water existed under the earth, the flood water must be collected and stored. During the dry season, two bulldozers excavated ten tanks capable of holding about 4,000,000 gallons of water. The method of construction was simple and little skilled labor was required. The bulldozers scooped out the earth which helped to form the walls around the tanks and excavated a ramp sloping down into the tanks. Furrows, with a half per cent grade and up to half a mile in length, were dug by means of a terracer to catch the rain water in its rush off the ground surface and to direct the water gently into the ramp. Stone-floored ramps, pitched to prevent erosion by water or damage by stock, served to lead the water into the tanks and also allowed the the cattle access to drink. Branches of thorn trees were then laid over the furrows and on the walls around the tanks to protect these earthworks from being trampled down by animals.



Success - - - seven feet of water collected.

(Continued on Page 43)

Spring Canning in the Jamison, South Carolina School and Community Cannery. The cannery under the supervision of Prof. C. H. Thomas and Miss Dorothy Hooks has helped to increase production and to stimulate a desire for better diets.

A year round food supply is one of the

Needs of farm families

W. F. HICKSON, Teacher Education, State A. & M. College
Orangesburg, South Carolina

W. F. Hickson

THE vocational education program in agriculture for Negros of South Carolina is centered around activities designed to meet the needs of farm families. Agricultural education serves the needs of the state by training teachers and leaders to make surveys of farms, and set up ways and means of solving existing needs.

The New Farmers of America organization serves to keep boys interested in agriculture and to stimulate them to realize the dignity of farming enterprises and to create within them a willingness to accept family responsibilities as well as to develop leadership ability.

Circumstances over which teachers have no control cause many all-day boys to leave school during the period when their interest in vocational agriculture is at its peak. Among this group are boys whose fathers have died or become incapacitated to such an extent that they can no longer actively carry on the farm. These boys then drop out of school to assume the responsibilities of the farm. They are not, however, dropped from the program. Responsibility extends beyond the period of formal school attendance. Organizing young farmer groups and continuing service through group and individual instruction is a recognized phase of the program.

One of the teachers who has been successfully meeting the challenges of his community is C. O. Floyd, teacher of agriculture in Edgefield Academy, Edgefield, S.C. To meet the needs of his community, he has established, with the aid of others a well equipped farm shop where boys and farmers may become skilled in the repair and operation of farm machinery. A well equipped cannery is used by the entire community. According to Floyd, 203 families have received instruction in the farm shop and cannery since July 1, 1949. Special attention is given to those whose attendance in school has been interrupted.

In the Ruffin Community, J. C. Greenlee, the teacher of agriculture has done an outstanding job in building a program to meet the needs of farm families. With cooperation, he has developed a well equipped farm shop which served 197 families or 691 individuals since July 1, 1949. It is equipped with adequate power and hand tools to meet the community needs in farm machinery repair. The shop is 40 ft. x 60 ft. and is open for community service six days per week. One of the many services a teacher can render to a community is to establish a farm shop and cannery equipped to serve the needs of the people.

C. H. Thomas, teacher of vocational agriculture in the Jamison Community is doing an excellent job in solving the canning probems in his community. The cannery is in the process of being equipped for canning in glass. This will mean a greater volume of canning due to the fact that the same jars may be used for many years. Since July 1, 1949, 179 families or 516 individuals have been benefited through the services of this community cannery.

If an agricultural program is of any value, or worthy of praise, it must satisfy the needs of the community.

Knowledge is of little value until it has been put on the acting stage of human life.

Expanding service

(Continued from Page 28)

4. *Lack of a functioning advisory council.*

Agricultural advisory councils have always been a part of the program in vocational agriculture. Active, effective and worthwhile councils, though have not been functioning in many of our school areas. Local advisory councils have been unable to contribute to an out-of-school program mainly because, (1) council members have not been adequately informed regarding the aims and purposes of an out-of-school program, (2) the committee set up for out-of-school programs has not included members of the committee set up for in-school programs, (3) committee members are not being used to the extent of their ability and available time, and (4) no system of rotating committee members is being employed.

5. *Teachers lack experience and confidence in their ability to conduct out-of- school classes.*

Emphasis in vocational agriculture has been placed on all-day students. Teachers are prepared for this task with little formal training in handling out-of-school classes. When a need arises on the local level many teachers are blind to the opportunity presented to organize the group.

As a local program is broadened to include out-of-school youth, the teaching responsibilities of the teacher also broaden. A complete command of subject matter is not enough. Teachers must know their students more thoroughly, know their farming situations, and know how to perform, as well as talk about the farming operations. The experience is vital if a continuous, progressive, and positive program is to serve our young and adult farmers in the future.

6. *Lack of effective publicity.*

An uninformed or a misinformed public can undermine any school program. The lack of organization, the uncertainty of objectives, and the neglect on the part of teachers to keep the program before the local people have set the stage for adverse publicity. Many out-of-school programs have been dropped or retarded because their activity has been based on the "hot and cold" efforts of an instructor rather than on well-defined principles accepted by the community and the group enrolled. Effective publicity can only be worthwhile and constructive when it is the reflection of the majority of those concerned, and only a well-informed, participating public will respond favorably.

7. *Fear of added expense.*

The majority of school officials when asked to consider a comprehensive program of vocational agriculture serving all age groups instinctively think of added local funds needed to support the program. This reaction is without cause. Teachers have organized successfull out-of-school classes, without extra tax money, when granted more school hours to conduct a program and when insured of the moral support of the school administrators.

8. *Philosophy of out-of-school classes.*

Vocational education in agriculture should be a continuous process starting with the high school student, extending through the period of establishment in farming, and continuing, with assistance on an organized basis for adult farmers who are established in farming.

Prospective class members should be enrolled and receive planned instruction pertinent to their needs. As these class members spend most of their time out-of-school, nothing should be done which will interfere with their functioning normally as others the same age and in similar situations. There are many non-school-sponsored organizations that out-of-school farm people may join. These are, mainly, agencies with the purpose of disseminating information and providing social opportunities. Classes for out-of-school youth in agriculture are informational in nature only to the extent that problems are solved.

Solution

Each school presents a particular problem or group of problems. Perhaps it is not entirely the duty of the teacher of vocational agriculture to iron out these problems, but a cooperative duty of both teacher and other leaders in vocational agriculture to establish rapport among administrators, school officials, and citizen as to the aims and objectives of vocational education in agriculture tending toward education for out-of-school youth.

Steps taken at Richford

My experience in developing a comprehensive out-of-school program at Richford have encountered all of the above mentioned problems and several others peculiar to the local situation. For the past nine years I have been teaching vocational agriculture at Richford high school, enrollment about 200. During this period I have served as athletic coach, assistant principal, guidance coordinator for the entire student body, study hall supervisor and instructor for pre-vocational agriculture for junior high school pupils. Many of these "extra" duties have run concurrently during the school year.

I can justly say that during my nine years tenure at Richford there has been and still is a need for a school sponsored program in agriculture to serve out-of-school youth. There has also been a more pertinent need for changes to be enacted in the local school system to allow the teacher the necessary time and authority to offer a program that will meet the needs of this group.

The steps taken to date at Richford to achieve a full-time program of vocational agriculture have been gradual in nature and at the expense of much effort and deliberation.

I felt that study hall supervision and pre-vocational agriculture for junior high school pupils made a poorly arranged schedule. Study halls were the first item to be eliminated. This year I asked the school administrators to release me from one period of pre-vocational agriculture to permit the scheduling of all-day classes in the forenoon periods. The request was granted and I now have the afternoons available for use in organizing and carrying out a Young Farmers' and an Adult Farmers' program and for making supervised farm visits to all-day students. At present I have no definite farm visitation schedule for the enrolled Young Farmers but an attempt is being made to reach each member at least once a month. These visitations are devoted to organized on-farm instruction centered around the farming problems specific to the individual. An average visitation lasts about two hours.

I realize that our program is not yet ideal and that much more work needs to be done to improve it. I do believe, however, that we have taken the first steps toward arranging a schedule that will allow a teacher of agriculture in a small high school to conduct the much needed young farmer and adult farmer classes in addition to serving the all-day students.

DONALD C. PIERCE
Teacher
Richford, Vermont

German exchange students study our methods

ELDON M. DRAKE, Graduate Student
Iowa State College of Agriculture

SINCE the close of World War II, the agricultural education program in the United States has been under close observation by educators and other agricultural leaders in foreign countries. From all parts of the globe have come inquiries about vocational agriculture as it's taught the American way—the democratic way. In an effort to reconstruct and overhaul certain phases of their programs in agricultural education, numerous countries have sought out the pattern we so successfully use.

Some countries have been fortunate enough to study our methods first hand —here in America. Such a country is Germany.

In an attempt to better acquaint German educators with our educational policies, the Office of Foreign Agriculture Relations and the Food, Agriculture and Forestry branch of the Office of Military Government in Germany, are cooperating in a coordinated plan—a plan designed to send German agricultural leaders to the United States for an on-the-spot study of agricultural education programs.

One of the first groups of these visitors came last summer. Two of the men spent much of their time in the midwest. One of them, Dr. Franz Gleissner, whose home is in Wolfrathshausen, is a member of the personal staff of the Secretary of Agriculture at Munich. The other, Dr. Harold Hamberger, a native of Karlsruhe, is the assistant to the chief, Division of Agricultural Production, Department of Agriculture, Karlsruhe, Germany.

Gleissner and Hamberger came to this country to study methods of *increasing the social science content of curricula* of vocational agricultural schools in Germany. In Germany, emphasis in training for farming is almost wholly on its technical or vocational aspects. Training for citizenship is elementary and a separation of vocational from general or academic students at the end of the eighth grade, has developed.

The 8-week itinerary outlined for Gleissner and Hamberger was a busy one. Arriving in New York on April 29, they proceeded to Washington D. C. where a week was spent effecting a program of orientation and guidance.

They held conferences with officials of the United States Department of Agriculture, Leaders of the agricultural and home economics extension service, and officials in the U. S. Office of Education. Following their observations and study in Washington, the educators proceeded to the University of Missouri where they spent 3 weeks studying agricultural education in that area.

On the Iowa State College campus, Gleissner and Hamberger devoted their time to conferences with heads of departments responsible for teaching agriculture and home economics; conferences on curricula and teacher training methods; attendance at classes with emphasis on rural leadership and citizenship training; conferences with the State Supervisor of Agricultural Education regarding teachers' problems; and field trips into selected rural communities and schools.

Features Noted

Special attention was given to vocational educational opportunities being made available to low income groups.

When asked what had impressed them most during their brief stay in the United States, both men were quick to reply that the mechanization of our farms and the standard of living of our farm folk, stood out in their many observations.

Concerning our educational system in vocational agriculture, Gleissner exclaimed that "The practicality of the farm mechanics workshop as part of the program in your high schools is an outstanding feature of a wholesome learning atmosphere. The abundance of magazines, textbooks, and other visual materials adds much to the student's learning situation."

Upon the completion of their midwest itinerary, the two educators returned to Washington D. C. for a summarization of their findings and possible clarification of any questions resulting from their observation and study in the various states visited. They returned to Germany in July.

Perhaps by now, many of the identifying features of our vocational agriculture program are a part of a rejuvenated, a more democratic German edu-

(Continued on Page 41)

Establishing young men in farming

Father-Son partnerships as an aid

E. A. LIGHTFOOT, Supervisor, Michigan

E. A. Lightfoot

Most able and aggressive young farmers are not looking for a gift of the home farm. They do wish security, however, and most of them are willing to pay for it if given an opportunity to do so during the most productive years of their farm life. The gift most young farmers are looking for is not really a gift at all but rather an opportunity to start to become a farm owner at a relatively early age. The securing of a farm is of such importance that it is closely related to the primary purpose of young-farmer classwork in the agricultural departments of the public schools. It is commonly recognized that the young man becomes established in farming when he has acquired an equity in farming to an extent sufficient to support himself and his family. Much work has been done to develop procedures to aid in establishing father and son partnerships.*

The Problem

The transfer of farms from one generation to the next must, because of the existing laws, be carried out in a sound business-like manner. It is questionable that accepted business practices should apply to the transfer of farms since the farms constitute a national natural resource of importance to every citizen. It has been shown repeatedly that through poor transfer arrangements unsatisfactory conditions arise through which everyone loses, the parents and the farm-operating son. Both lose security and the farm soon becomes run down and depleted in soil, buildings, fences and drainage.

Continuity and stability in agriculture are essential to the national welfare. Greater progress in agriculture would be made if it were possible for more families to continue to operate the same farm for succeeding generations. Better herds and flocks could be developed; the land could be better conserved, and the buildings and fences maintained better under a system that keeps the farm in able hands as a growing concern.

The Role of the Teacher

For the above reasons the teacher of vocational agriculture working with high school and older young farmers should become skilled in the details involved in father-son partnerships to aid families in his community to find a satisfactory solution for the transfer of farms from generation to generation.

The nature of farm people is such that it is difficult for the father, mother, and son to plan together a working arrangement which is fair to each member of the family. The teacher of vocational agriculture can enter the planning as a skilled consultant. He can bring in information and continuous suggestions to adapt the sound principles of father-son partnerships to the existing situation.

As an intermediary in the development of a father-son partnership, the teacher of vocational agriculture should consider himself active from the time students are enrolled in the first year of vocational agriculture in high school until they are established in farming. By the time a student has completed four years of study applied to his farming program, there should be a confidence on the part of the student and parents in the suggestions of the teacher of vocational agriculture which will serve as a foundation for making the necessary suggestions for a sound partnership agreement. Since the development of a father-son partnership should happen only once in a lifetime, it is obvious that much preparation and study be given and that plans be made by the teacher to follow up the steps of the partnership as one phase of the home supervised farming program.

The Son as a Member of the Farm Family

The teacher of vocational agriculture should recognize the implications of the farm family unit to the development of the father-son partnership. It is important that every member of the family be considered in setting up the details of the plan. The mother is definitely a party to the successful partnership arrangement. Recognition must be given to the relationships of other brothers and sisters since they have had a hand in building the capital investment represented in the farm.

Stages in Developing a Father-Son Partnership

The teacher of vocational agriculture working over a span of several years can develop a sound foundation for the father-son partnership. The several stages that can be recognized may include: (1) the establishment of an early partnership experience in a single enterprise on the farm; (2) the development of complete farm accounting records; (3) the details of developing ownership in the farm to progress in an orderly manner over a period of a few years after the young man has graduated from high school, and (4) the details of an operating plan for conducting the farm business. These are the stages in which the teacher should acquire skill in promoting.

It is common for students of vocational agriculture to develop a farming program including several productive enterprises, including crops for either cash or feed purposes with livestock as a long-time growing program. While the farming program is limited at the time a student begins his work in high school, the normal growth of the program should reach a point before completion of high school where a partnership in one or more enterprises on the farm is logical. A partnership between father and son in the single enterprise on a farm should be set up very carefully on a sound business basis as a proving ground for the development of a more complete partnership in later years on the whole farm.

During the later years of high school, the teacher of vocational agriculture can help considerably to strengthen the foundation for the partnership by careful attention to the development of a complete and accurate system of farm accounting for the home farm of the

(Continued on Page 43)

Duane Dalgleish, Teacher, Owosso, Michigan, working out details of a father-son partnership with a senior student and his parents.

*Special Bulletin 357, Michigan State College —"How to Keep Your Farm in the Family."

Beginning teachers - - -

Mistakes to avoid

CHARLES E. KING, Teacher
Orlandia, Tennessee

NO individual is perfect. However, many mistakes need not be made if we will but profit by the mistakes of others. Beginning teachers make errors which can be prevented by following some of the points brought out in this article. Some of the errors made can be grouped under these seven heads; F.F.A., relationships, adult program, professional, discipline, classroom and general.

F.F.A.: No organization can be successful without a well planned program of work, put into operation at the beginning of the year. To have an appreciation for the four degrees, the members must be required to meet each step before being awarded the next higher degree. Too often, the time element is the only requirement that is adhered to. *Do Not Do The Work!* The chapter is for the boys. Nothing will kill its effectiveness and interest more quickly than an adviser who does most of the work. A good chapter must have good officers. See that a nominating committee recommends the best.

Relationships: Dress correctly. Because you are a teacher of agriculture does not mean that your clothes have to be poorly kept. Neither do you have to attend faculty meetings in the clothes that you wore on a field trip to castrate pigs. The principal is the head of the school and *your department.* Remember that! Always advise him where you are and of any major policies that you witsh to change.

Adult Program: Farmers wish to learn, but your teaching must be pitched to their level. There is no magic that I know of to start an adult evening class except personal contact with prospective members. Be sure that every effort is put forth to make the first class successful. Your future and future classes will depend on it. Generally speaking, I consider it unwise for a beginning teacher to hold an evening class the first year for he has not established himself. Make use of visual aids in solving problems.

Professional Improvement: Many teachers have said "I learned more agriculture the first year I taught than I did during all of my previous training." I think this is true, a fact which indicates we need to avail ourselves of every opportunity to learn to do by doing. Supplement actual teaching experience by returning to the university whenever possible for additional training needed. There are people in the community who can help you learn skills. Make use of them. However, learn the theory of each skill before calling upon them. This information can be found in textbooks and bulletins. You will be able to teach yourself many skills. Do not be afraid to say, "I do not know!" Find the solution to the problem, then help the individual solve the problem himself.

Discipline: Disciplinary problems arise usually because the work is not planned and organized by the teacher. See that every student has something worthwhile to do during the entire period. Have students see you outside the class for any misconduct except that which is trivial. Be firm at the beginning. You can become less firm, but you cannot become more strict if you start out too easy. Let an atmosphere of controlled freedom prevail. Do not let agriculture become known as a "crip" course. You are teaching boys who are individuals; not just agriculture. Do not become too familiar with the students.

General: Get reports in on time to the correct office. This question is often asked, "How can I do all the work that is expected of me?" The answer is proper organization and delegation of work and responsibilities to other people. A few minutes spent *each day* for planning and organizing *will* pay excellent dividends in time saved. *"Plan your work and work your plan."* There is an excellent source of free charts, bulletins, films, and visual aids available for the asking. Make use of them. A list of sources may be found in each issue of *Better Farming Method Magazine.*

The Classroom: Make it look like a vo-ag class with selected pictures, samples, and charts placed on the wall. File teaching plans and materials by enterprises and by jobs. Extra time spent the first two years of teaching in organizing materials will pay many dividends. "You have not taught until the student has learned." The student has not learned until he puts the teaching into actual practice. ●

*Starting an advisory council**

D. J. WITT, Teacher, Waterman, Illinois

THE philosophy of a council is sound It is democratic. Every department of vocational agriculture should have one if the local school is to function as a community school.

Requirements For Starting a Council

1. The teacher of agriculture must be sold as to the value of a council.
2. The school administrator must be sold on the program.
3. The board of education must be sold or at least give its approval.

In starting my council I followed the following steps:

1. Conferred with the administrators several times on the advisability of a council, and received approval.
2. Met with the board of education and explained the functions of a council as well as the areas in which it would work. I pointed out that it would not be a pressure group.
3. Drew up a constitution and by-laws patterned after the one set up by Dr. Hamlin.
4. Presented the constitution and by-laws to the board of education and received their approval to organize a council.
5. Selected with the administrator 12 men for the council and presented this slate to the board of education for approval.
   (According to the best procedure this is wrong since we should have made a community survey and let the people of the community suggest men to fill the council. We stayed away from *key* farmers in the community in selecting council members, since we did not want the council to be a pressure group.)
6. Presented the slate of council members to the board of education for their approval with the understanding that they could accept or reject any or all the men nominated.
7. After board approval, the administrator sent a letter to each council member telling him of his selection to serve on a council, and also inviting him to a meeting for the purpose of organizing the council. (We made no personal contacts with the selected council members prior to the organization meeting, I suggest that this be done.)
8. The night of the organization meeting, the administrator explained the program, and the relationship of the council to the board, the administrator, and the teacher of agriculture. I took charge of the organization of the council.
9. After organizing and selecting officers, the council chose a meeting night, a meeting time, and stated the time limit for meetings.

   The results of the Waterman Advisory Council for vocational agriculture include the following.
   a. Formation of a Swine Herd Improvement Association.
   b. Starting a young farmer class.
   c. Studying farm youth who had left school.
   d. Sponsoring outside speakers for adult meetings.
   e. Studying the all-day program in agriculture.

I think the council is the greatest thing to come into the teaching of agriculture. I would not want to teach without it! ●

*Panel discussion at Central Regional Conference of Supervisors and Teacher Trainers of Agricultural Education, Chicago, Illinois, 1950.

Training program for F.F.A. officers

R. E. Bender

RALPH E. BENDER, Teacher Education
The Ohio State University

ONE of the most effective means for the improvement of the local F.F.A. program is to develop and conduct an officers training program. Well-qualified, enthusiastic officers are necessary for a successful chapter. If officers are to attain desired competency, they must be developed through a program of planned experiences. Too often this phase of the F.F.A. program is not well planned or conducted.

Principles in Officer Training

1. *For most effective work, officers must be well-trained.*

Generally speaking, boys develop abilities and skills in leadership and co-operation through participation in the F.F.A. program. This qualifies them somewhat to serve as officers. Likewise, a well-planned election results in the selection of officers who possess some ability and who are interested in further development. This is as it should be, but this alone is not enough if the F.F.A. is to be as educational as possible. A program that promotes continuous growth and development among all officers and members is necessary. There are many skills involved in such responsibilities as conducting meetings, keeping records, and making reports that are rather specific and personal in nature. These are acquired through an in-service educational program. It is the responsibility of the F.F.A. to provide this kind of a program.

2. *For the most part, officers should be trained locally.*

An effective training program needs to be based upon the specific interests and needs of the persons involved. It needs to start where the officers are—on a local basis. This does not imply that county and district officer training schools, state and national conventions, F.F.A. camps, etc. are not desirable. Quite the contrary is true. Such activities develop inspiration and they serve as a medium for sharing of ideas and experiences. In an officer training program, they should be used as a supplement to the local program, rather than serve as the main features of such a program.

3. *Officer training should continue throughout the year.*

Experiences need to be planned throughout the year if growth of F.F.A. officers is to be continuous. Naturally, there appears to be an urgent need for help on the part of newly elected officers. They are concerned about learning the duties of the office and doing at least the minimum essentials connected with the office. Skill in writing news and making reports or presiding at a meeting result largely from participation in planned, meaningful experiences. These experiences should be varied and graded according to needs and abilities. It seems desirable to have the various training procedures and techniques definitely scheduled throughout the year. This gives greater assurance for balance in the program as well as facilitating their completion.

4. *The adviser is the key person in the development of an officer training program.*

The adviser, became of his training and position, is to inspire, demonstrate, and guide the F.F.A. chapter in the development of an adequate officer training program. He knows the boys, their needs, and their capacities. He should not do all of the work, but rather delegate much of the responsibility to the boys so that they will learn from one another. For example, much help can and should be secured from the group of retiring officers.

Other key people such as, the English and speech teachers, the local banker, and the newspaper editor should be used. Officers of other organizations may, likewise, be called upon for counsel. The F.F.A. adviser and the local superintendent or principal of the school are in the best position to advise the chapter officers concerning who should be called upon for assistance.

(Continued on Page 44)

The best is often close to home. F.F.A. Officers engaged in preparing themselves for a successful experience in leadership and service to the chapter.

A timely aid to planning with students for their

Farming programs

R. H. PEDERSON, Supervisor
California

R. H. Pederson

REALIZING the importance of supervised farming programs and their value to the well-rounded education of the student in vocational agriculture, it behooves us to give this matter our attention. Our first responsibility is to the boy himself and secondly to the school and parents.

Each boy is an individual within himself, each has his own ambitions and enthusiasm as well as his limitations. Therefore, perhaps one of the most difficult jobs is to properly guide the young protege in setting up and developing his farming program. To provide him with a liberal farming education and to develop leadership, character and citizenship as well as to getting him started in his life's chosen occupation are important outcomes.

In helping the boy and his parents select a supervised farming program a chart or survey is in order to clarify our thinking and to serve as a guide. A letter to the boy's parents preliminary to our first visit outlining the purposes and objectives of our department, the F.F.A., and the part each plays in developing the boy for effective rural citizenship as well as getting him started in farming—is, I believe a first step. The next step is to ask the parents' help in deciding how their son can best benefit from the agricultural activities. This method will make our first visit easier.

Following is a survey chart that can be used in helping us think more clearly:

Guide To Better Farming Programs

Name..... Age.....

1. In what enterprises is student interested?
2. What does the boy want this supervised farming program to do for him?
3. What is the farming status of the parents—owners, renters, etc.?
4. Number of brothers?..... sisters?.....
5. Does the proposed farming program fit the farm and community?
6. Are available equipment and facilities adequate?
7. Will the program as planned be a financial burden on the parents?
8. Will the boy be able to assume complete financial and managerial responsibilities?
9. Will the program provide necessary training and interest?
10. What improvement and home beautification projects can the boy carry?
11. What are the opportunities for expansion of major, minor, and supplementary enterprises?
12. What are the opportunities to further develop the home farm shop?
13. What are the available markets for commodities produced?
14. Is there available water, housing, feed, etc?
15. Can the farm provide for practicing the necessary skills in working with equipment? Will it provide school shop jobs?
16. Will the boy be able to show a little profit? (It must be understood that we can't always expect them to make money, but if they don't they also lose their interest.)
17. Will the program, as being set-up, lead to the boy's ultimate objective?

I make no attempt to list the survey chart items in their order of importance because I believe that each is of equal importance—one cannot be overlooked to the advantage of the others.

Of what importance will this survey be?—that is up to us. The boy will need our guidance, energy and enthusiasm in order to get him going and progressing satisfactorily.

If we don't follow up and continually work, yes and live, with these boys—all of the surveys, guides, charts, or lists are just a waste of time. I sincerely believe that sitting down with the boy and his parents with a guide, such as this will help prevent misunderstandings at a later date. ●

German exchange students study our methods

(Continued from Page 37)

cational system. For, as Dr. Hamberger recently stated in a letter to Professor C. E. Bundy at Iowa State College: ". . . . . as a result of my trip to the U. S. I have some plans regarding agricultural schools in Germany. I intend to create a new agricultural school that fits into our system but with many of the ideas and principles I saw in the U. S. There will be much social science teaching, a workshop, a school board and a student council at that school. The school will be an experiment as the only way to convince our teachers of some of the advantages of your system."

The exchange program does not end there however. Agricultural leaders from other countries have been coming to the United States and will continue to come. And it's our duty to see that they're extended every opportunity to see the best teaching methods we have to offer —from prevocational agriculture to the adult farmer program.

We can all take pride in cementing a more friendly relationship between our countries, at a time when it's mighty important whose side one lines up on. It's a step in the direction of good public relations—an area where agricultural educational should place second to none. ●

Book Reviews

FORAGE CROPS, by Gilbert H. Ahlgren, pp. 418, illustrated, published by McGraw-Hill Company, list $5.00. Deals with all phases of forage crop production including the important hay and silage crops, their culture, management and adaptation, use in mixtures, and seed production. New varieties, advances in hay storage and quality production, labor saving machinery, insects and diseases, and improved management techniques are additional features of this text which make it of value to teachers of vocational agriculture and others interested in forage crop production. APD

* * * *

THE WESTERN RANGE LIVESTOCK BUSINESS, by Marion C. Clawson, pp. 401, illustrated, published by McGraw-Hill Book Company, list price $5.00. This publication, one of the American Forestry Series, presents a coverage of the physical environment upon which the industry is closely dependent, the ownership and management of the extensive areas of land which the industry uses, the economic problems of ranch organization and operation, credit for the industry, and the factors affecting the demand for, and supply of, range livestock. This text should have extensive use by all persons interested in the western range livestock industry. APD

MODERN FARMING, By Roy W. Roberts, C. L. Angerer, J. L. Moses, and R. W. Gregory, pp. 600, profusely illustrated, published by J. B. Lippincott Company, list price $3.00. This book is designed for use as a text in junior and senior high school courses in general agriculture. Part I covers Field, Fruit, and Truck Crops; Part II is devoted to Livestock and Poultry; and Part III deals with the subject of Farm Organization. While Modern Farming is designed primarily for use in the field of general agriculture as it is presented in our secondary schools, it will prove of value to teachers in the field of vocational agriculture as a means of furnishing a brief overview of the various farm enterprises. APD

(Continued on Page 47)

Besides the 19 per cent of the total population living on farms in 1947, about 22 per cent live in towns of less than 2,500, and 59 per cent in cities. Small and medium cities, and especially suburban areas, have increased greatly during the last quarter century.

* * *

The teacher must be qualified by background, practical experience, technical training and knowledge of teaching methods to give instruction in his field.

Gordon J. Rider, Teacher, reviews results of the campaign with members of the Chapter Safety Committee.

Future Farmer safety campaign

Halves corn picker accidents in Ohio

RALPH J. WOODIN, Teacher Education
The Ohio State University

FARM safety has been one of the newest additions to the program of work of many state and local Future Farmer groups. Advisers have recognized the need for doing something about the heavy toll of accidents which have followed the rapid increase in farm mechanization. They recognize, too, the difficulty of setting up projects which result in decreasing the number of farm accidents.

Ohio Future Farmers conducted a *corn picker safety campaign* last fall. Some of the lessons learned in this campaign may be of interest to other associations who are interested in doing something about farm safety.

In the communities served by the 234 Ohio Future Farmer chapters who participated, a reduction of 56 per cent in corn picker accidents was found for 1949 as compared with the 1948 picking season.

Careful planning well in advance of the campaign contributed to its success. The Ohio Vocational Agriculture Teachers' Association's Executive Committee named Gordon J. Ryder, teacher at Washington C. H., Ohio, as general chairman of the campaign. The proposition was subsequently presented to the Ohio Association of Future Farmers of America and was discussed at their annual convention. Careful timing was important to the success of this campaign. All of the activities were carried out by June 15, 1949.

The campaign committee next prepared the printed materials which would be needed. S. G. Huber, of the department of agricultural engineering, prepared a four-page bulletin *Corn Picker Efficiency Means Safety.* The bulletin outlined common picker adjustments which need to be made in order to operate the picker safely. *Is Your Job Dangerous?* was a thought provoking bulletin prepared by Harry F. Pontious. This leaflet gave in a clear cut fashion, facts on the grim toll of corn picker accidents in Ohio. The committee also designed a "decal" sticker which was to be placed on each machine which was inspected during the drive.

Although 15,000 copies of each of these publications were prepared, more were needed as the campaign gained momentum. These materials were sent to teachers of vocational agriculture at about the time school opened.

At the annual conference of Ohio teachers the part which each F.F.A. chapter would play in the campaign was explained. Samples of all materials to be used were given teachers.

Here is the way the campaign was waged by the local chapter at Washington court house, where Gordon J. Ryder is the teacher of vocational agriculture. The first step was the formation of a Corn Picker Safety Committee, made up of five members of the F.F.A. chapter and their adviser. The committee made a detailed survey to locate all of the corn pickers in the seventy-five square miles in the school district.

As an example of how the campaign was handled, let's see what happened to Wendell Alemaigne, who operates a 240-acre farm east of Washington Court House. Wendell, who owns a corn picker, does his own corn picking as well as about 200 acres for his neighbors. Wendell began thinking about corn picking soon after the first frost early in October.

Just before he got his machine out of the shed, he began to hear about the Corn Picker Safety Campaign which the Washington Court House chapter was sponsoring along with 230 other chap-

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Local Administrators Contacted

L. M. SASMAN, Supervisor, Wisconsin

L. M. Sasman

ONE hundred fifteen school administrators attended the second series of conferences this winter in Wisconsin to discuss problems of vocational agriculture, vocational homemaking and veteran training. Extremely bad weather for the last three of the ten meetings greatly reduced the attendance.

These meetings were held from 10:00 to 3:30 and were devoted to the discussion of standards in the vocational programs using state "criteria for the maintenance of departments" as the basis for the discussions. Meetings were in charge of the supervisor of vocational agriculture but the supervisor of rural vocational homemaking and the supervisor of on-the-farm veteran training participated in the discussions.

Some of the problems in vocational agriculture discussed were: The summer program of the instructor; professional improvement for instructors; the responsibilities of the instructor; enrollment in high school classes in vocational agriculture; time for agricultural instruction; room and equipment for the agricultural department; salaries; the value of local, monthly, and annual reports; and policies in regard to reimbursement.

Meetings of this type were held for the first time in Wisconsin in 1948-49 as a result of evident misunderstanding on the part of administrators of the program and policies of vocational education. An advisory committee consisting of three principals and three superintendents was appointed by the State Director upon nomination by the respective associations and several meetings have been held with these groups which is now in its second year.

Frank discussion of policies and problems with this group who reported back to their associations cleared up many misunderstandings.

The district meetings were the next step. Last year they were held in the afternoon and evening but the majority seemed to prefer day meetings so they were so conducted this year.

The time of your best to hold such meetings is still a problem. Any extended series of meetings in January or February in the north is almost certain to encounter some very bad weather.

Administrators are decidedly interested in these meetings. It looks as though they are a definite part of the program of activities in vocational agriculture and homemaking in this state. ●

Establishing young men in farming

(Continued from Page 38)

student. Two essential phases of farm accounting should be included: (1) complete and accurate records of income and expenses to arrive at a true profit or loss on the farm business, and (2) a complete record of inventory of stock, tools and feed on the farm to reflect the increase or decreases in order to give a more complete picture of the financial progress on the farm. The establishing of the inventory values on a long-time basis rather than current market values will help to give a basis for the son to buy his share of the stock, tools, and feed as one of the first steps in developing the ownership phase of the partnership.

Developing Ownership in Farm Partnership

The development of the ownership phase of the partnership can begin by the teacher guiding the student in making investments in stock, tools and feed during his high school years. This can be a significant development as an outgrowth of his productive farming program. Many successful teachers have had this result by emphasis on livestock enterprises which have continuity and stability in the high school years. The establishment of inventory values through the farm records should show the total dollar value that must be considered if the father and son are to develop a partnership ownership of this phase of the farm.

It seems advisable in the early years to avoid including the real estate investment of the farm in order that the son can buy a 1/3 or 1/2 share of the stock, tools and feed shortly after graduation from high school. It has been observed to be more satisfactory if the son buys 1/2 of the operating items of the farm using his equity in livestock and feed plus a legal note for the balance of his share. As soon as the son reaches the completion of the 1/2 purchase he may renegotiate a note to complete the purchase of stock, tools and feed for the operation of the farm. It is expected that by the time a son has completed this purchase the father may wish to turn the active operation of the farm over to the son.

The complete purchase of the farm may be accomplished by entering a land contract for the purchase of the real estate when the father becomes less active in the farming operations. It is advisable to consider entering the arrangements for the transfer of the real estate as soon as possible in order that the son may have an opportunity to clear this purchase during his most productive working years.

Developing the Operating Plan

The development of an operating plan for the partnership is a separate phase of the plan. It is important that the parties agree on the amount of labor and management that each can give to the farm. On this basis a proper share can be determined. It is common that the young man graduating from high school be made a 1/4 or 1/3 partner in the farming operation. This means that upon the completion of the year's business, after allowance has been made for the capital investment by each party and a labor and management wage has been paid, the balance of the earned income of the farm may be shared according to the fraction decided upon.

Since each party requires continuous withdrawal of money from the farming business in order to meet current personal expenses, it is advisable to agree upon a monthly allowance for each party. Upon completing the year's business, recognition of the amount already withdrawn by each party can usually arrive at the balance still due. It is common for the son to try to leave as much of his share of the profit in the business to be credited to the father as payment on his note to clear his purchase of stock, tools and feed as rapidly as possible.

When the son has reached a sufficient maturity to assume a larger share of the management and labor responsibilities of the farm, a ½ operating partnership is logical. The determination of the share should be remade each year as the farm records are summarized. In the agreement the amount of capital invested by each party should be recognized in order that the earning from this capital can be allowed before determining the true earned income of the farm. It is also important that a plan for handling the farm income be agreed upon. A central checking account for the farm business separate from the personal account of each party seems to be most satisfactory.

The procedure described thus far seems to be most equitable for all members of the family. It is usually found that an increase in the size of farm business which results from the energy and initiative of the son offsets the share of the business which the son receives. The parents often continue to receive an income benefit equal to or greater than they had received prior to the partnership. This is a natural result of sound planning which allows for improvement in the livestock and land use program on the farm.

The brothers and sisters who do not remain on the farm can well understand that the farm operating son has earned his income. It is expected that all of the brothers and sisters will be in equal position in sharing of the estate of the parents which has been augmented by the efforts of the farm operating son. These are the natural results of a satisfactory plan which provides encouragement to the son who keeps the farm in the family.

Providing for Differing Conditions

Variations must be recognized according to the individual conditions found. If the farm business is sufficiently large, it is often satisfactory for two brothers to enter into a father-son partnership in the same manner as has been described. A single partnership for the two brothers as partners with the father is commonly recommended. Additional variations are found in terms of the health conditions of the family. It is possible that an earlier development of a partnership should come about where the father's health prohibits active participation in the farming operation.

It seems logical also for the partnership to be developed to include the mother in the place of the father in the event of the father's death. This insures reasonable security for each parent at the time it is needed.

Summary

The use of the father-son partnership can aid in establishing young men in farming. It is important however that the teacher of vocational agriculture recognize the problems involved, realize his unique position as an intermediary in this farm family problem, and understand the stages which will lead to partnership operation and ownership of the farm. The teacher's efforts in this area of work may well be his most effective activity in establishing young men in farming.

The need for finding a solution for the problem of transferring land from one generation to another is not entirely met in such a business-like description as given above. Such a plan requires in effect that the farm pay for itself each generation. This implies the marketing of sufficient fertility from the farm in the form of food production equal in dollars to the value of the farm each twenty-five years. This drain on soil fertility is a national problem and of concern to everyone. The greatest advantage of such an arrangement lies in a gradual transfer of the farm from father to son with an opportunity for the best of soil conservation. ●

Conservation a problem in other lands

(Continued from Page 35)

When the rains came, the success of the program was assured, and approximately 7-feet of water was collected in each tank. Every wall withstood the weight of water and little was lost through leakage in the banks. Later it was found that those tanks which were dug in murram lost only 7 inches of water in three weeks, though tanks dug in volcanic ash lost very much more in the same period. However, silt is sealing them up and it is expected that even after one year the seepage losses will only be a fraction of those of the first season.

The Kamasia of Pokorr location have taken full advantage of what to them seemed little short of a miracle and money has already been collected by the people of the next location for an identical scheme to be started there as well. Already grazing control areas exist in the low Kamasia country and in only three months grass has grown where, before, the soil was sadly eroded. With more tanks, more areas can be closed, so that with care and attention the land may be revived and turned from the worthless desert of today to compare favorably with the European pasture country which lies so close beside it. ●

Training programs for F.F.A. officers

(Continued from Page 40)

Procedure in Planning the Officer Training Program

Probably there is no best way to plan an officer training program. It would seem logical, however, that the executive committee with the aid of the adviser and the retiring officers should assume the responsibility for such. A common procedure is to survey the possible devices that can be used and then select the ones that are appropriate for the particular local situation. It seems that this program, to be most satisfactory, should be developed very soon after the officers are elected and preferably before the close of the school year. It is a good practice to put new officers to work immediately. This will enable the new offcers to serve as apprentices before being installed. As in other programs, it is highly desirable to have the superintendent of schools approve this program.

Some Possible Activities to Use in an Officer Training Program

Listed below are a number of activities that have been used to an advantage by some of the successful F.F.A. chapters. They are classified according to those activities that are to be continuous throughout the year and others that should be scheduled when most appropriate.

1. *Practices to be followed throughout the year*:

Have an executive committee meeting two or more days prior to each regular meeting.

Plan meetings
Appoint committees
Evaluate program
Practice Parliamentary Procedure and ceremonies

Conduct a brief evaluation period at the close of each meeting, pointing out the good features and places where improvement should be made.

Make a continuous study of accomplishments in the program of activities.

Have all officers read the state publications; such as *The Ohio Future Farmer* and other current F.F.A. material—report interesting items to the chapter.

Have adviser check and approve the minutes of the secretary before they are placed in the book.

Make use of assistant officers

2. *Practices to be scheduled some time during the year*:

Install officers with official ceremonies.

Hold group and individual conferences with retiring officers.

Hold group and individual conferences with the adviser.

Have individual conference with a similar officer of another organization.

Put officers to reading F.F.A. materials as soon as elected.

Hold joint or exchange meeting with neighboring chapters.

Have officers demonstrate Parliamentary Procedure at a high school assemby or at a meeting of some other organization.

Organize and conduct an officers training school in co-operation with officers of other youth organizations.

Invite guests to attend meeing to keep the officers "on their toes."

Invite a state officer to a meeting and ask him for suggestions.

Have as many officers as possible attend the State and National F.F.A. Conventions.

Have all officers participate in county and district officer training schools.

Have as many officers as possible participate in state F.F.A. camp.

Have the treasurer's book audited at least twice during the year.

Have the reporter submit news articles to the English teacher for correction.

Have the reporter to confer with the local newspaper editor.

Future Farmer safety campaign

(Continued from Page 42)

ters in the state. He had been reading illustrated news articles in Ohio's leading farm papers. He had been listening to the story of the drive on several of the state's twenty-nine radio stations which had been furnishing further details. When Jerry Dray, 17, an F.F.A. member of the Washington Court House chapter stopped at his house, he already knew quite a lot about the Corn Picker Safety Drive.

Jerry talked to Wendell about the heavy toll of corn picker accidents and asked Wendell if he would co-operate in the safety campaign by inspecting his picker for necessary repairs and adjustments and by observing some simple rules for safe operation. Wendell was glad to agree and as a result, Jerry placed a sticker on the corn picker which signified that the operator was co-operating in the Ohio Farm Safety Program.

A post card survey which was made at the close of the campaign on December 1 showed that 8,756 corn pickers were located in 234 communities where F.F.A. chapters joined in the drive. This survey showed that 231 corn picker accidents occurred in these communities in 1948 but that in 1949, only 104 accidents occurred.

This 56 per cent reduction in corn picker accidents may not have been entirely due to the safety campaign. The fall of 1949 was one of the best in years for corn picking. On the other hand, estimates of sales of corn pickers in Ohio last year indicate that there were 3,000 more machines in operation than in the previous year.

Ohio Future Farmers and their advisers look upon the campaign with a great deal of satisfaction. They feel that it represented a common sense approach toward solving an important farm problem.

Conservation teaching units

(Continued from Page 31)

9. Controlling wind erosion by strip cropping.
10. Determining the value of cover crops.
11. Controlling water run-off to prevent gullies.
12. Controlling water run-off by strip cropping.
13. Controlling wind erosion by summer fallowing.
14. Controlling water run-off by grassed channel water ways.
15. Following a summer fallowing program.
16. Determining the value of the trench silo to store feed.

Irrigation Farming Management

1. Determining the methods to obtain the most efficient use of irrigation water.
2. Determining the proper crop rotation practices to use.
3. Determining the proper cultivation methods to use.
4. Determining the best uses of various fields on the farm.
5. Determining proper land leveling methods to use.
6. Determining the proper location of head-ditches; laterals; turn-outs and drops.
7. Determining proper kinds and correct amounts of fertilizers.
8. Determining the value of green manure crops.
9. Determining the needs and proper methods of weed control.
10. Making surveys of the present farming system.
11. Determining proper cultivation machinery to use.
12. Determining proper vegetation to grow and proper cultivation methods to use on ditch banks.
13. Determining the value of cover crops.
14. Determining proper methods of rodent control.
15. Determining proper drainage methods.
16. Determining the value of deep subsoiling.
17. Determining the value of terraces.
18. Determining the value of contour irrigation.
19. Determining the value of check dams.
20. Determining the value of trench silo's in storing surplus feed.
21. Determining the value of strip cropping.

When you look around and see so many people who are happy and seemingly have nothing to be happy about, and so many people unhappy who seem to have so much to be happy about, is this not convincing proof that happiness comes primarily from within rather than from without and that it is possible for all of us to so discipline our own selves so that we may find happiness?

IDENTIFICATION OF GRASSES AND LEGUMES

A group of F.F.A. youth identifying plants in 1949 at the Red Plains Conservation Experiment Station, Guthrie, Oklahoma. Grasses and legumes growing in pastures and meadows are used. A stake holding a number is placed beside the plant to be identified. In order to avoid confusion the plant is tied to the stake with a string. As a result of this contest, teachers of many high schools have collected large numbers of locally grown plants for study and identification purposes.

Cooperation in teaching soil conservation

(Continued from Page 33)

8. To help farmers and ranchers understand what they must do for themselves to become district cooperators.

9. To assist the district governing body in getting farmers and ranchers to understand the necessity of group action in the interest of economy and sound accomplishments.

10. To help farmers to anticipate and make adjustments, the need for which may arise from conservation systems of farming, such as those related to crop and livestock production and marketing.

11. That the Vocational Agriculture Instructor(s) meet and advise with the district governing body as frequently as is needed and practicable.

12. That conservation education activities, particularly those which are aimed to prepare farmers and ranchers to become district cooperators, will be carried on at the time and in such parts of the district as will fit the operations plans for the district.

13. That the Vocational Agriculture Instructor(s) will assist in the development of the district's annual report, particularly its educational phases.

The District Governing Body agrees:

1. To develop a plan providing for the utilization of all educational facilities available in the district, including the Extension Service and Vocational Agriculture personnel, the rural teachers and preachers, the superintendent of schools and his staff, and others.

2. To look to the Vocational Agriculture Instructor(s) in the development and carrying out of the educational phases of the district program and district work plan within their respective school districts.

3. To consider with the Vocational Agriculture Instructor(s) prior to the time they develop their annual plan of work, the educational activities in soil conservation to be undertaken in the district to the end that the Vocational Agriculture Instructor(s) may provide in their annual plan for such work.

4. To determine with the advice of the Vocational Agriculture Instructor(s) and others a priority of areas for education and operations in soil and water conservation.

5. To make available farm conservation plans and other information from district records that might be useful to the Vocational Agriculture Instructor(s) in helping farmers make desirable apjustments which result from the application of farm conservation plans.

6. To assist in coordinating the activities of agencies and organizations aiding the district.

7. To provide the Vocational Agriculture Instructor(s) with two copies of the district annual report, one of which may be forwarded to the State Director of Vocational Agriculture.

It Is Mutually Agreed That:

1. The parties to this agreement will help farmers within the district to obtain and to use efficiently the needed services and other facilities available from all the agencies, groups or individuals.

2. This memorandum shall be effective when signed by both parties. It may be terminated or modified at any time by agreement of the parties and may be terminated by either party alone, by giving sixty (60) days' notice in writing to the other.

_____
Soil Conservation District

Date:_____ By:_____Chairman
(or Secretary)

The signing of this memorandum of understanding was authorized by the district governing body in a meeting at _____, Oklahoma, on_____, 19__.

OKLAHOMA DEPARTMENT OF VOCATIONAL AGRICULTURAL EDUCATION

Date_____ By:_____
State Director

Date_____ _____
Instructor

Date_____ _____
Instructor

Date_____ _____
Instructor

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Instructor

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Instructor

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Instructor

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Instructor

To lend encouragement, create interest, stimulate soil conservation activities in the various areas and to recognize superior achievement, soil conservation contests have been originated. Several district contests and two State contests are held each year. We will explain the State contest, which is typical, held at the "Red Plains Conservation Experi-

(Continued on Page 47)

Problems and practices of state associations

■ ■ ■

Presented by presidents from three states

■ ■ ■

Keeping up-to-date on salaries

RICHARD V. WILSON, President
Oregon V.A.T.A.

THE Oregon Agriculture Teachers Association has been concerned for the past three years about keeping all teachers of agriculture, prospective teachers of agriculture, school administrators, and the out-of-state applicants, informed as to the salary level prevailing in Oregon each year.

Consequently a survey has been conducted the last three years by the president of the Oregon Agriculture Teachers Association and the findings reported to all instructors who are interested.

A list of the salaries of instructors in each school in the state for the previous year is compiled and sent to every instructor about the time contracts are offered each spring. As soon as the instructor receives his contract offering for the coming year he sends the information to the president of our association. A tabulation is then made of the salary offerings over the state and the information is sent back to all instructors who reported, shortly before the deadline when contracts are to be rejected or signed.

Oregon instructors feel that this has been of great value in keeping themselves and their administrators informed as to the salary situation over the state. This information has also been particularly beneficial to teacher trainees and out-of-state applicants who are seeking their first jobs in Oregon, in that they have a better general picture of what to expect and what to ask for when they make application.

Our association feels that some progress has been made towards achieving a more uniform level of compensation over the state as a whole. We cannot expect and we do not want a single salary scale for all teachers of vocational agriculture because of various differences such as: size and location of department, extra duty, living conditions, training and experience, individual ability, etc., but we do feel that some unjustified inequality has existed heretofore between schools and men of a like nature.

As stated before the primary purpose of the Agriculture Teachers' Association is not to force one school district to pay a certain set salary just because a school in another corner of the state is paying that much, rather our intention is to inform our school authorities and ourselves as to just where we stand in relation with schools of a like nature. ●

Believe it or not!

E. A. TOOL, President
North Dakota, V.A.T.A.

E. A. Tool

STATISTICS show that agricultural instructors and their families are subject to sickness, the same as other human beings!

Why then, don't we do something about group hospitalization insurance for ourselves and our families! For what are we waiting? A few states have taken the initiative to go ahead with an insurance plan for agriculture instructors. Things like this help keep our men in the teaching profession.

I recently completed a survey of all 48 states to see just what other states were doing in this respect. Replies from 38 states indicate that:

1. Thirty states had no insurance plan of any kind.
2. Three states had an insurance that was not totally satisfactory.
3. Five states had what they felt was a satisfactory hospitalization plan for instructors only.
4. None of the states had insurance plans for instructors and families.
5. Every state reporting felt that there was a definite need for a group hospitalization plan, and that it should be looked into.
6. Eight states have started looking into the possibility of group hospitalization on a state basis.
7. Fifteen states reported that now we have a NVATA and this would be a good item for them to work on.

I was especially pleased with the large number of returns secured and am personally convinced that we should start now to get a group hospital insurance plan set up for agriculture instructors and their families. At least the possibilities of such a plan on a national basis should be studied. Why couldn't the NVATA outline a satisfactory plan and then ask a number of reliable insurance companies to give their price for providing the insurance. With the large number of vocational agriculture and institutional-on-the farm training instructors in the United States we should be able to get a good plan worked out at a very reasonable rate.

If you think this idea is worthwhile why not write to the NVATA officers and encourage them to give it their consideration and attention. ●

Annual program of work

M. B. JORDAN, President
Florida V.A.T.A.

THE Florida Vocational Agricultural Teachers' Association believes in planning. To back up this feeling a program of work is prepared annually at the summer conference. The following is their program of work as reported by M. B. Jordan, president of the Florida Association.

How do the activities of your state compare?

1. Urge that state office make project record books and class notebooks available to teachers by the time school begins in September.
2. Request the state supervisor to issue at an early date an issue of the newsletter setting forth the duties of a teacher of vocational agriculture including pre-school and post-school conferences and workshops designed for the academic teachers.
3. Attempt to secure three area workshops (one in each district supervisory area) where teachers of vocational agriculture might develop a handbook containing a uniform detailed set of policies (as outlined in No. 2) and have the individual teachers course of study for the teaching program that would fit his local community. Have each job or teaching unit developed into teaching plans. This workshop to carry college credit for graduate work on higher certification.
4. Attempt to secure college credit for attending teachers conference.
5. Request the state supervisor to exercise complete power in initiating teacher placement, shifts or replacements. All county superintendents and teachers should be fully informed that any vacancy or probable vacancy should immediately be reported to the state supervisor and his recommendation obtained for filling the vacancy.
6. Appoint a committee to assist in a vigorous effort to have teachers of vocational agriculture placed under civil service as county agents are at present.
7. The eight members of the executive committee make a study of farm safety in Florida and be ready to formulate a state-wide program for adoption by the end of the year.
8. Be host to the Southern regional meeting of supervisors and teacher trainers.
9. Appoint a special committee for summer conference to assist in staging an improved conference as well as an improved banquet.
10. Hold at least three meetings of the executive committee during the year.
11. Amend the Constitution to include provisions for the appointment of two veterans teachers as members of the executive committee and ask the state veteran supervisor to recommend two men for appointment.
12. Ask that the group increase the F.V.A.T.A. dues to two dollars by an amendment to the constitution. ●

Many a teacher and author writes and argues in behalf of a cultural and humane education against the encroachments of a specialized practical education, without recognizing that his own education, which he calls liberal, has been training for his own particular calling. —John Dewey

Cooperation in teaching soil conservation

(Continued from Page 45)

ment Station," Guthrie, Oklahoma. Precontest arrangements are made and qualified instructors are at each station which will be visited. Following is a typical program:

PROGRAM
F.F.A. SOIL CONSERVATION CONTEST
Red Plains Conservation Experiment Station
Guthrie, Oklahoma
Harley A. Daniel, Project Supervisor, in charge

9:00 A.M. Hugh D. Jones, District Supervisor, Vocational Agriculture, OAMC, and staff of instructors, in charge of registration, grouping of contestants and grading of papers.

9:50 A.M. Contest starts. Ed Roberts, Extension Soil Conservationist, OAMC, director of field activities. Harry M. Elwell, Station Soil Conservationist, assisting.

Events	*Instructors*
Field 1	Elmer Graham, Soil Scientist, SCS, Oklahoma City
Field 2	Louis E. Derr, State Soil Scientist, SCS, Stillwater
Field 3	Elmo Baumann, Soil Scientist, SCS, Stillwater
Field 4	E. J. Anderson, Soil Scientist, SCS, Anadarko
Legumes and Trees	Harry P. Rigdon, Extension Farm Forester, OAMC, Stillwater
Grasses	Roy Erwin, Work Unit Conservationist, SCS, Guthrie
Terrace Outlets	Maurice B. Cox, Station Agricultural Engineer, Guthrie

The contest consists of classifying the four fields, giving the recommended treatment for each, identify common grasses, trees and legumes and recommending terrace outlets.

The only awards given for this contest are an F.F.A. plaque for the high scoring team, a pennant each for the second and third team and a ribbon each for the high ten individuals. ●

The opposite of a career (vocation) is not leisure nor culture, but aimlessness, capriciousness, the absence of cumulative achievement in experience, on the personal side, and idle display, parasitic dependence upon others, on the social side. —John Dewey

Farm veteran instructors interested in teaching

Dear Editor:

In view of your references in the recent editorial to the need for studying the intentions of instructors of veterans relative to future teaching, I think you would be interested in the results of the survey completed by one of our graduate students here in Michigan. Of sixty qualified teachers of agriculture now teaching veterans forty-three indicated their intention to return to the teaching of vocational agriculture. Of this group, twenty-one would like to teach young-farmer and adult classes only. Nineteen would like to teach a complete program.

Out of one hundred and eighteen instructors of veterans not fully qualified to teach vocational agriculture but holding special certificates, fifty-six indicated that they would like to qualify to teach vocational agriculture after the veterans' program is completed. Actually, many of these persons lack a great deal of training and possibly would not carry through with their expressed desires.

Yours sincerely,
H. M. BYRAM
Professor of Education

Everyone makes mistakes, but mistakes may be made the basis of success. They often point the way not to go, the way not to act, the material not to use, the method not to employ. They would be little progress were no mistakes made. The chief harm from mistakes is from covering them up or trying to cover them up and in failure to profit by them.

Missouri N.F.A. program active

THE Second Annual Convention of the Missouri Association of the New Farmers of America was held at Lincoln University, Jefferson City, Missouri, April 13 and 14, 1950.

Each of the four chapters in the state participated in scheduled events which included seed corn, swine, beef cattle, quartette contests, public speaking and stunts. The Hayti chapter had the highest ranking team.

Preparations are underway for the highest ranking contestants to participate in the National Convention which will be held at Atlanta, Georgia in October.

Mr. Carl Humphrey, Missouri State Director of Vocational Education is administrative adviser, while Dr. J. N. Freeman, Teacher-Trainer of Lincoln University, is the state adviser of the N.F.A.

Farm parents are probably less informed and have less resources of assistance than urban parents on the psychology of child rearing, and are less able to give their children guidance in the personal problems of adolescence, preparation for marriage, and on family life.

"Let us never forget that the cultivation of the earth is the most important labor of man. Unstable is the future of the country which has lost its taste for agriculture. If there is one lesson in history which is unmistakable it is that national strength lies very near the soil." —Daniel Webster

Book Reviews

(Continued from Page 46)

SWINE MANAGEMENT, Arthur L. Anderson, pp. 531, illustrated, published by J. B. Lippincott and Company, list price $3.00. This text comprises 22 chapters covering the major problems met by persons engaged in the swine enterprise. The selection and organizations of materials, and the clear and concise manner of telling the story, make this book of high value to either the producer of swine or to persons interested in teaching swine production. The illustrations are well chosen and of high quality. This text should prove of value to the student in vocational agriculture, to the veterans-on-farm student, and to teachers in the field of agricultural education. APD

* * * *

POULTRY FOR HOME AND MARKET, by James B. Cooper, pp. 487, illustrated, published by Turner E. Smith and Company, list price $2.96. This text is organized on the job basis consisting of nine units and 32 chapters. The book will serve as a guide to the owner of a home flock of poultry; it is also a source of basic information useful to the commercial poultryman. Students in vocational agriculture as well as members of veterans-on-farming classes will find this book interesting and valuable. Teachers of agriculture will find Poultry For Home and Market easily read and organized in such a manner as to enhance the instructional operations in this field. APD

More than 50% of the entire American population derives its income from producing, processing, handling, transporting, and distributing food.

Vocational education as provided under the vocational education acts is education to provide specific training in the various occupations. In vocational agriculture and homemaking, we are concerned with training for the work of the farm and the farm home.

"The man who, expending his energies wholly on private affairs, refuses to take part in public affairs, pluming himself on his wisdom in minding his own business, is blind to the fact that his own business is made possible only by the prosperity of all." —Herbert Spencer

Directory

Vocational Education In Agriculture

Section I

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

d—directors s—supervisors as—assistant supervisors
rs—regional supervisors ds—district supervisors FFA—specialist FFA
t—teacher trainers it—itinerant teacher trainers rt—research workers
Nt—Negro teacher trainers sms—subject matter specialists
fms—farm mechanics specialists As—area supervisor

ALABAMA

d—R. E. Cammack, Montgomery
s—J. C. Cannon, Montgomery
as—J. L. Dailey, Montgomery
as—L. L. Sellers, Auburn
as—H. F. Gibson, Auburn
as—T. L. Faulkner, Auburn
as—H. R. Culver, Auburn
as—B. P. Dilworth, Auburn
as—H. W. Green, Auburn
t—S. L. Chesnutt, Auburn
t—R. W. Montgomery, Auburn
t—D. N. Bottoms, Auburn
t—H. T. Pruett, Auburn
sms—E. L. McGraw, Auburn
Nt—Arthur Floyd, Tuskegee
Nt—F. T. McQueen, Tuskegee
Nt—E. L. Donald, Tuskegee

ARIZONA

ds—J. R. Cullison, Phoenix
t—R. W. Cline, Tucson
t—W. A. Schafer, Tucson

ARKANSAS

d—J. M. Adams, Little Rock
s—C. R. Wilkey, Little Rock
as—S. D. Mitchell, Little Rock
it—J. R. Tucker, Little Rock
ds—T. A. White, Monticello
ds—O. J. Seymour, Arkadelphia
ds—J. A. Niven, Russellville
ds—George Sullards, Jonesboro
t—Roy W. Roberts, Fayetteville
t—LaVan Shoptaw, Fayetteville
t—Denver B. Hutson, Fayetteville
Nt—L. R. Gaines, Little Rock
Nt—A. G. Kirby, Pine Bluff

CALIFORNIA

d—Wesley P. Smith, Sacramento
s—B. J. McMahon, San Luis Obispo
rs—K. B. Cutler, Los Angeles
rs—B. R. Denbigh, Los Angeles
rs—Howard F. Chappell, Sacramento
rs—A. G. Rinn, Fresno
rs—G. A. Hutchings, San Luis Obispo
rs—M. K. Luther, San Jose
rs—R. H. Pedersen, Fresno
rs—J. Everett Walker, Chico
t—S. S. Sutherland, Davis
t—H. H. Burlingham, San Luis Obispo
sms—Geo. P. Couper, San Luis Obispo
sms—J. I. Thompson, San Luis Obispo
sms—John D. Lawson, San Luis Obispo
sms—W. J. Maynard, San Jose

COLORADO

d—E. C. Comstock, Denver
s—A. R. Bunger, Denver
as—Irwin C. Elliott, Denver
t—R. W. Canada, Ft. Collins
t—E. J. F. Early, Ft. Collins

CONNECTICUT

d—Emmett O'Brien, Hartford
s—R. L. Hahn, Hartford
t—W. Howard Martin, Storrs

DELAWARE

d—R. W. Heim, Newark
s—W. L. Mowlds, Dover
t—Paul M. Hodgson, Newark
Nt—Wm. R. Wynder, Dover

FLORIDA

d—T. D. Bailey, Tallahassee
s—Harry Wood, Tallahassee
t—E. W. Garris, Gainesville
t—W. T. Lofton, Gainesville
ds—J. G. Smith, Gainesville
ds—F. L. Northrop, Gainesville
ds—T. L. Barrineau, Jr., Tallahassee
Nt—L. A. Marshall, Tallahassee
Nt—G. W. Conoly, Tallahassee
sms—A. R. Cox, Tallahassee

GEORGIA

d—M. D. Mobley, Atlanta
s—T. G. Walters, Atlanta
ds—George I. Martin, Tifton
ds—C. M. Reed, Carrollton
ds—J. N. Baker, Swainsboro
ds—J. H. Mitchell, Athens
t—R. H. Tolbert, Athens
t—G. L. O'Kelley, Athens
sms—Ray V. Neal, Athens
t—A. O. Duncan, Athens
as—T. D. Brown, Atlanta
as—A. L. Morris, Atlanta
Nit—Alva Tabor, Fort Valley
Nit—S. P. Fugate, Swainsboro
Nt—B. Anderson, Fort Valley
Nit—McKinley Wilson, Fort Valley

HAWAII

d—W. H. Coulter, Honolulu, T. H.
s—C. F. Ferdun, Honolulu, T. H.
ds—Takumi Kone, Hilo, T. H.
as—Riley Ewing, Honolulu, T. H.
t—F. E. Armstrong, Honolulu, T. H.

IDAHO

d—William Kerr, Boise
s—Stanley S. Richardson, Boise
as—E. L. Lovell, Pocatello
t—H. A. Winner, Moscow
t—Dwight L. Kindschy, Moscow

ILLINOIS

d—Ernest J. Simon, Springfield
s—J. E. Hill, Springfield
as—J. B. Adams, Springfield
as—A. J. Andrews, Springfield
as—H. M. Strubinger, Springfield
as—P. W. Proctor, Springfield
as—H. R. Damisch, Springfield
as—C. F. Anderson, Springfield
as—G. W. Doak, Springfield
as—H. F. Engelking, Springfield
t—H. M. Hamlin, Urbana
t—G. P. Deyoe, Urbana
t—J. N. Weis, Urbana
t—L. J. Phipps, Urbana
t—Leo L. Knuti, Urbana
t—Melvin Henderson, Urbana
t—H. J. Rucker, Urbana
t—W. H. Witt, Urbana

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H. B. Swanson, R. E. Naugher, A. W. Tenney, E. J. Johnson and W. N. Elam, Program Planning; A. H. Hollenberg, Farm Mechanics.

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d—Duane E. Walker, Indianapolis
s—H. B. Taylor, Indianapolis
t—B. C. Lawson, Lafayette
rt—Ralph Bentley, Lafayette
it—K. W. Kilts, Lafayette
it—H. W. Leonard, Lafayette
it—E. E. Clanin, Lafayette
it—I. G. Morrison, Lafayette
it—J. K. Coster, Lafayette

IOWA

s—H. T. Hall, Des Moines
as—M. Z. Hendren, Des Moines
as—G. F. Barton, Des Moines
t—Barton Morgan, Ames
t—John B. McClelland, Ames
t—J. A. Starrak, Ames
t—T. E. Sexauer, Ames
t—C. E. Bundy, Ames
t—V. J. Morford, Ames

KANSAS

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t—A. P. Davidson, Manhattan
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t—L. F. Hall, Manhattan
t—Loren Whipps, Manhattan

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s—E. P. Hilton, Frankfort
as—B. G. Moore, Kuttowa
as—S. S. Wilson, Frankfort
as—Floyd Cox, Lexington
as—W. C. Montgomery, Frankfort
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as—Carl Lamar, Brandenburg
as—Ernest Threlkeld, Simpsonville
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t—W. R. Tabb, Lexington
t—Stanley Wall, Lexington
Nt—P. J. Manly, Frankfort

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d—J. R. Gamble, Baton Rouge
s—W. J. Parent, Baton Rouge
ds—I. N. Carpenter, Baton Rouge
ds—C. P. McVea, Franklinton
ds—Gordon Canterbury, Baton Rouge
as—A. Delmar Walker, Baton Rouge
fms—Curtis Jacobs, Baton Rouge
Nit—M. J. Clark, Baton Rouge
Nt—C. H. Chapman, Baton Rouge
t—A. Larrivsere, Lafayette
t—A. A. LeBlanc, Lafayette
t—Roy L. Davenport, University
t—Malcolm C. Gaar, University
t—J. C. Floyd, University
t—Harry J. Braud, University

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d—Morris P. Cates, Augusta
s—John A. Snell, Augusta
as-t—Wallace H. Elliott, Orono

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s—Harry M. MacDonald, Baltimore
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t—Ray A. Murray, College Park
Nt—Claud C. Marion, Princess Anne

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t—Charles F. Oliver, Amherst

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s—Harry E. Nesman, Lansing
as—Luke H. Kelley, Lansing
as—E. A. Lightfoot, Lansing
as—C. P. White, Lansing
as—Thomas H. Kerrey, Lansing
t—H. M. Byram, East Lansing
t—H. Paul Sweany, East Lansing
t—Raymond M. Clark, East Lansing
t—Raymond Garner, East Lansing
t—Guy Timmons, Lansing
t—Charles Langdon, East Lansing
t—L. A. Cheney, East Lansing
t—Duane Dalgleish, East Lansing
t—T. R. Miller, East Lansing
t—Jack Prescott, East Lansing
t—W. P. Schroeder, East Lansing

MINNESOTA

d—Harry C. Schmidt, St. Paul
s—G. R. Cochran, St. Paul
as—W. J. Kortesmaki, St. Paul
as—A. N. Pearson, St. Paul
as—A. M. Field, St. Paul
as—Gary Wiegand, St. Paul
as—C. A. Anderson, International Falls
as—Ira Montgomery, Faribault
t—M. J. Peterson, St. Paul
t—H. W. Kitts, St. Paul
t—W. T. Bjoraker, St. Paul
t—Philip Teske, St. Paul
t—Gordon Swanson, St. Paul

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s—A. P. Fatherree, Jackson
as—E. E. Gross, Hattiesburg
as—E. W Holmes, Oxford
as—V. P. Winstead, Morton
as—T. V. Majure, Utica
as—A. E. Strain, Long Beach
t—V. G. Martin, State College
t—J. F. Scoggin, State College
t—O. L. Snowden, State Colleg
t—J. E. Bond, State College
Nt—A. D. Fobbs, Alcorn
Nt—A. G. Gordon, Alcorn
Nt—[illegible] H. Jarden, Alcorn

Note—Please report changes in personnel for this directory to Dr. W. T. Spanton, Chief, Agricultural Education, U. S. Office of Education.